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OUTDOOR LEADERSHIP DEVELOPMENT PROGRAMS AND LEADERSHIP ROLES: AN EXAMINATION OF THE BLUE LAKE CENTRE PROGRAM

by

PAUL HAROLD NIELSEN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS IN RECREATION

DEPARTMENT OF RECREATION AND LEISURE STUDIES

EDMONTON, ALBERTA

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled **OUTDOOR LEADERSHIP DEVELOPMENT PROGRAMS AND LEADERSHIP ROLES: AN EXAMINATION OF THE BLUE LAKE CENTRE PROGRAM** submitted by Paul Harold Nielsen in partial fulfilment of the requirements for the degree of MASTER OF ARTS IN RECREATION.

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Supervisor

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.....

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Date April 25 1989

DEDICATION

To Jan, whose encouragement, patience and support, made the completion of this thesis possible.

ABSTRACT

The purpose of this study was to examine the participants' leadership development background and their involvement in outdoor leadership courses, in relationship to the outdoor leadership roles assumed by these course participants at a later date.

The Alberta Blue Lake Centre (BLC) was selected as an example of a leadership development program where courses have been offered with the mandate to develop outdoor leaders. Past participants in the BLC program were asked to complete a self-administered mail-out questionnaire. Respondents were asked to provide information concerning their; socio-economic and demographic characteristics; course background in outdoor leadership activities; and perceptions of the effectiveness of courses in preparing them for leadership roles.

Generally, it was found that taking leadership courses have had a positive effect in developing outdoor leaders. Other methods of acquiring skills, such as; self-learning and learning from others, also, played a role in developing leadership skills. Individuals who were on a path to qualify for instructor certification, had the most advanced and diverse backgrounds of leadership development, in terms of number and variety of skill areas pursued. A majority of respondents indicated, that even though they had little involvement in leading formal courses, they were very active in passing on outdoor skills and knowledge in informal situations.

The results indicated that the degree of involvement in outdoor leadership roles was influenced by the extensiveness and diversity of the participants past experience in leadership development. Therefore, programs in leadership development do have a positive role to play in

the developing outdoor leaders. Further research is needed to gain a better understanding of the extent and effectiveness of the training of outdoor leaders and the extent to which they assume leadership roles in the outdoor field.

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I. THE PROBLEM AND ITS SETTING

A. INTRODUCTION

The last twenty years has witnessed a phenomenal growth in the use of the outdoors as a place for recreation. There has been ongoing concern expressed regarding the demand that the increased use of the outdoors is putting on human, economic, and natural resources (Clawson 1985). Though the long and short-term solutions to the pressures of increasing demand have been many, the major underlying component in addressing this problem lay in the education of those involved in using the outdoors as a place for recreation.

Buell (1983:1), in examining the need for leadership in educating the public in the use of the outdoors, stated that:

> Leadership is the single most critical aspect of conducting outdoor programs. Unfortunately, a corps of well trained and experienced individuals has not been developed to serve as Outdoor Leaders who possess a balance of philosophical foundations, technical ability, knowledge of the out-of-doors, and actual experience and training.

There has been a growing need to develop more leaders who have the knowledge and abilities to teach or lead groups in safe and enjoyable excursions in the out-of-doors. This need was not new to the outdoor education/recreation field. Outdoor leadership certification was first proposed by Wagar (1940), and since then, a number of national and international programs have been created that have the objective of developing outdoor leaders (Cockrell and Detzel 1985). Though a number of these programs have been operating for decades, there has been minimal research done to examine the effectiveness of these programs in developing outdoor leaders.

The general objective of this study was to examine and evaluate one such leadership development program in terms of its role in

preparing individuals for outdoor leadership roles assumed in the community setting. The question underlying this objective was whether leadership development programs are effective in providing quality leadership in the outdoors.

B. STATEMENT OF THE PROBLEM AND STUDY OBJECTIVES

The Problem

The purpose of this study was to investigate the relationship existing between involvement in outdoor leadership development courses and the outdoor leadership roles assumed by individuals after course participation. This investigation examined leadership course participants' outdoor leadership development background relative to the outdoor recreation leadership roles assumed after course participation. Opinions concerning the perceived effectiveness of leadership courses in preparing individuals for outdoor leadership roles were also solicited.

Study Objectives

First Objective: To determine the socio-economic and demographic characteristics of the Alberta Blue Lake Centre (BLC) participants and their relationship with the respondents leadership background.

Second Objective: To determine the outdoor leadership development background, in terms of the skill level attained in any given activity and in the range of activities involved with, of individuals who have participated in courses offered by BLC.

Third Objective: To determine the outdoor leadership roles assumed by participants who have taken courses at the BLC.

Fourth Objective: To determine the perceptions of BLC participants regarding the effectiveness of outdoor leadership courses in preparing potential leaders for outdoor leadership roles.

Fifth Objective: To determine the relationship between the leadership development background of outdoor leaders and the leadership roles they have taken following the completion of leadership courses at BLC.

C. LIMITATIONS OF THE STUDY

This study was limited in the following ways:

1. The instrument used to collect data from the respondents was designed specifically for the purpose of this study and therefore had heavy reliance on face validity.
2. The ability of the respondents to recall the extent and nature of both their leadership development background and the outdoor leadership roles they have assumed over the time period of the study.
3. The degree to which the sample represented the groups of participants from which they were selected.

D. DELIMITATIONS OF THE STUDY

This study was delimited to:

1. A sample of adults (18 years and over) who had completed outdoor leadership courses at the Alberta Blue Lake Centre between the dates of November 1, 1982 and August 31, 1984.

2. A sample of participants who had completed outdoor leadership courses open to the public, as listed in the Alberta Blue Lake Centre Calendars.

E. DEFINITION OF TERMS

Outdoor Leadership: Outdoor leadership is defined as a process in which one or more persons, possessing the needed technical and interpersonal skills, are able to assist a group in achieving their goals and objectives, as determined by the leader and/or the group, through the pursuit of enjoyable, safe, and environmentally sound practices in an outdoor environment. (Buell, 1983 and the Alberta Blue Lake Centre Calendar, 1985).

Outdoor Leadership Development: Outdoor leadership development is defined as the ongoing enhancement of an individual's leadership abilities and skills through taking courses or workshops dealing with interpersonal leadership skill development and/or technical skill development in the out-of-doors. Such courses or workshops may or may not lead to certification. (Benson, 1983 and Wuyda, 1983).

Outdoor Leadership Roles: Outdoor leadership roles are defined as any position undertaken by an individual, or group of individuals, which utilizes the processes involved in exercising leadership in an outdoor environment.

Outdoor Leadership Development Course: An outdoor leadership development course is any course, offered by an agency and/or an individual, that has a subject matter dealing with any element or

process involved in developing leadership skills and knowledge in the outdoors.

Instructor: An instructor is an individual whose primary purpose is to teach specific skills and/or knowledge involved in any given activity or subject.

Leader: A leader is an individual whose primary purpose is to fulfill the role of a 'guide' and is ultimately responsible for the organization, learning, and welfare of the participants involved in an outdoor excursion. Leadership can take place on an afternoon outing to an urban park or on an extended trip into a remote wilderness environment.

F. ASSUMPTIONS

It was assumed in this study that each and every course offered by the Blue Lake Centre was created and designed with outdoor leadership development in mind and therefore could contribute to the development of the outdoor leadership skills and abilities of any course participant.

It was also assumed in this study that leaders are developed, and not born (Stogdill and Bass 1981). Every individual has leadership potential and, with a combination of guidance and practical experience, every individual has the ability to acquire leadership skills and knowledge and apply them in the community setting.

G. SIGNIFICANCE OF THE PROBLEM

This study is significant because there exists a growing number of agencies providing outdoor leadership development courses and programs

in response to the increasing use of the outdoors for recreation. The use of the outdoors is becoming more diverse and specialized as individuals seek new challenges and outdoor experiences. As more leadership programs are developed, and more individuals receive leadership training, it is assumed that a proportionately greater number of people with outdoor leadership skills will emerge. These individuals will lead others in outdoor pursuits, assisting those people in achieving their objectives for outdoor experiences in a safe, environmentally sound and rewarding way. There exists little research to substantiate or refute the above assumption. This study of the relationship, between formal outdoor leadership development and outdoor leadership roles undertaken by individuals, will provide information and understanding into the importance of outdoor leadership development programs as they exist today. Perhaps such information and understanding will contribute to decisions affecting the future directions of outdoor leadership development programs.

In a broader context, this study may also be significant in terms of examining the effect of leadership development and the undertaking of leadership roles within other recreation settings. Though this study deals with outdoor leadership specifically, inferences can be made to the broader context.

II. REVIEW OF THE RELATED LITERATURE

A. INTRODUCTION

The intent of this chapter was to examine outdoor leadership development, firstly, in terms of its emergence and justification in the outdoor recreation field and, secondly, as an area worthy of research in itself in pursuit of further understanding of the nature of outdoor leadership.

The approach taken was to first examine the trends in outdoor recreation and how they pertain to the emergence of the need for outdoor leadership development. Second, research regarding the components of outdoor leadership development was examined, ultimately resulting in the development of various leadership development models which have been presented in this chapter. The final portion of this chapter examines the Alberta Blue Lake Centre facility and program from which the participants for this study were selected.

B. TRENDS IN OUTDOOR RECREATION

General Trends

Perhaps the greatest justification for the creation of outdoor leadership development programs has been the trend of increasing use of the outdoors as a place for recreation (Buell 1983). As more people have used the outdoors for recreation, the environmental impact on the resource base has increased. In sensitive areas, the negative impact of excessive use of the outdoor environment can take years to recover. As a result, many outdoor recreationists have felt a decrease in the level of satisfaction emerging from the experience (Clawson 1985). Education of the public on the uses and misuses of the environment as a

place for recreation has been suggested as one of the possible solutions to the problem (Petzoldt 1975; Buell 1983).

This portion of the review of literature provided an overview of the trends in outdoor recreation and their implications for the future. The trends were examined in terms of actual participation roles in outdoor activities, including some predictions for the future based on the existing data. Trends in areas that were considered to be antecedent to outdoor recreation participation, such as demographics, discretionary income, transportation, and leisure attitudes, were also reviewed.

The trend of increasingly higher participation in outdoor recreation has often been attributed to demographic and economic changes occurring within society as a whole. The report of the Outdoor Recreation Policy Review Group (ORPRG) (1983:9) stated that;

> The changes that have taken place in outdoor recreation must be appraised in the broad framework of the changes that have taken place in society and our individual lives. To attempt to anticipate future trends in outdoor recreation, it is essential that we understand what is occurring in society in general.

The ORPRG (1983) cited four societal theme areas that have changed since 1960 and that have influenced outdoor recreation participation. They have been; demographic changes, new economic realities, establishment of a leisure ethic, and a trend toward decentralization (ORPRG 1983). Similarly, Clawson (1985) presented four 'fueling factors' that closely paralleled those presented by the ORPRG which explained the increasing demand for outdoor recreation.

Demographic Factors: In the last quarter century, there have been shifts and changes in the demographics of our population. The growth of the total population has been the most important demographic factor

contributing to the increased demand for outdoor recreation (Clawson 1985; ORPRG 1983). Clawson (1985:2) stressed that the baby boom of the 1950's and 1960's has created an " ... abnormally high percentage of relatively young adults." The age of the population has also been a factor. As the baby boomers grow older, the average age of the population will increase. It has been predicted that this increase would not necessarily create greater demand, but could cause shifts in demand into areas and activities which up to recently have been relatively obscure in older populations (ORPRG 1983). The increased growth of metropolitan areas that resulted from an influx of people from rural communities also contributed to increased outdoor recreation demand (ORPRG 1983). As more people have become urbanized, there has been a corresponding increase in interest of the urbanized populations to take holidays to non-urban environments.

Economic Change: The 1960's and 1970's witnessed unprecedented economic growth, which resulted in greater recreation resource development, higher family and individual incomes, and greater discretionary income (Clawson 1985; ORPRG 1983). The above factors allowed the ORPRG (1983:10) to conclude that " ... higher incomes, widely dispersed, have stimulated participation in outdoor recreation in the past two decades. Though there has been a series of depressions and an economic leveling off, interest in outdoor recreation remains high." In addition to the increased participation, the growth in disposable income resulted in increased diversity of the types of activities pursued in the outdoor environment (Lanier 1983). Activities such as cross-country skiing and cycling, which had minimal participation previous to the 70's, experienced a dramatic renaissance

when other activities like hang gliding and four wheel driving, almost non-existent pre 1970, experienced increasing involvement. While there have been varied reasons for the new and diverse range of activities that emerged in the outdoor recreation boom of the 70's and 80's, what made participation possible was the amount of income available for recreational spending.

Increased income also resulted in increased mobility on the part of the recreationists (Clawson 1985). In examining the spatial patterns of recreation activity and the ownership of automobiles, Swinnerton (1982:24) pointed out that;

> The significance of car ownership to patterns of recreation participation reveals itself both in the number of recreation participation pursuits that are intimately connected, and in some instances predetermined, by car ownership as well as in flexibility of where and when these activities take place.

However, Swinnerton (1982) warned that though mobility may be increased by automobile ownership, the increasing costs of fuel and maintenance may have been a major factor influencing the threshold cost of some outdoor recreation pursuits. Improved access to recreational areas through new and improved roads also contributed to the mobility of the recreationist, having the effect of increased use of previously inaccessible areas (ORPRG 1983).

Leisure Ethic: The late 70's and early 80's saw the emergence of a trend toward a new leisure ethic. Shorter workdays and work weeks, longer vacations, early retirement, and higher unemployment have been trends that have provided individuals with more free time (Clawson 1985). When combined with increased stress, mundane jobs, and the desire to find new challenges, outdoor recreation found its place as a means of occupying free time while providing challenge, escape, and a

sense of freedom in an ever encroaching society. While the emergence of a 'true' leisure ethic was only in the infant stage, it was likely to continue to the degree where new attitudes toward leisure emerged and became institutionalized into our society (ORPRG 1983).

Clawson (1985:3) surmised that the four factors described above, when combined with a love for the outdoors " ... has led to a nearly steady and significantly large increase in the use of outdoor recreation areas." Many of the trends put forward by Clawson (1985) and the ORPRG (1983) have been well supported by figures and data gathered in longitudinal studies that have taken place in the U.S.A. However, in the late 1980's, it has become apparent that the growth rate of participation in outdoor activities has been slowing and could ultimately level off.

Outdoor Recreation Trends in Alberta

Alberta, with its wide variety of geographic features, a growing population, and a historically strong economy, has displayed many of the characteristics that have been considered antecedent to the outdoor recreation boom as described by Clawson (1985) and the ORPRG (1983). Albertans have had access to five national parks, 61 provincial parks, three wilderness areas, and vast tracts of undeveloped crown land (Alberta Statistical Review 1986). The majority of the parks, in combination, have provided a base for a diverse range of outdoor recreation opportunities, most being within no more than a day's drive from the province's major urban centres.

Population size has had a direct relationship to recreation demand. In 1986, the population of Alberta was estimated to be 2,415,800 people (Alberta Statistical Review 1986). The projected population

for Alberta in the year 2011, has been estimated to be 3,587,800 which would be an increase of 1,172,000 (48%) over a period of 25 years. Though this was a much slower rate of growth compared to the previous 25 years when migration to the province was high, the increase was substantial and would lead to higher recreation demand in Alberta.

The age structure of the population has also been a consideration in outdoor recreation demand, distinguished more by the changes in the types of activities pursued as opposed to net participation (ORPRG 1983). Alberta been an aging population. Currently, nearly one-third of Alberta's population falls into the age range of 25 to 44 years with one-quarter in the 45 and older age category (Alberta Statistical Review 1986). By the year 2011, it has been estimated that nearly one-third of the population will be 45 or more years old (Alberta Statistical Review 1986). Alberta's strong economy in the 70's encouraged the migration of younger people to the province which has influenced the age structure as well. When examining the age structure of Alberta's population, Swinnerton (1982) stated that the immigration pattern would have a two-fold effect on outdoor recreation demand.

> In the first instance there is the immediate impact of a potentially active age group on the recreation resource base and, secondly, there is the longer term effect of a continual expansion of the population through natural increase ... (Swinnerton, 1982:18).

Alberta's oil dependent economy experienced a boom period in the 70's and fluctuated through a series of recessions and recoveries in the 80's. Nielsen (1987) stated that though it was very unlikely that the oil economy would regain the level it reached in the 70's, it would likely remain strong through to the 21st century as world oil supplies decrease relative to increased market demand (Nielsen 1987). A strong

economy has been reflected in an increase in the gross domestic product and individual disposable income which have been two factors considered in examining recreation demand (Clawson 1985; Swinnerton 1982). Over a period of 10 years, Alberta's gross domestic product increased by 44 million dollars (23%) and per capita personal income increased by 34 percent (Alberta Treasury 1986). Although economic prosperity could effect recreation demand in a number of ways, discretionary or disposable income has been the most applicable to outdoor recreation demand (Clawson 1985; ORPRG 1983; Swinnerton 1982). The increase in disposable income has been put toward recreation equipment purchases, transportation and travel and recreation services, therefore having increased the opportunity for participation in outdoor recreation.

Closely linked to an increase in per capita income has been increased mobility for those wanting to take part in outdoor recreation activities (Clawson 1985). In March of 1985, over one million passenger vehicles were registered to Albertans, an increase of 29 percent compared to vehicle ownership in 1975 (Alberta Treasury 1986). The number of vehicles owned by Albertans, coupled with the relatively low cost of fuel, will likely result in increased mobility making recreation places more accessible, having resulted in increased participation in outdoor recreation.

Outdoor Recreation Participation Patterns in Alberta

Recreation participation patterns in Alberta have been well documented, primarily through Alberta Recreation and Parks (1986a) Public Opinion Surveys, carried out in 1984, 1981, and 1979. While the surveys dealt with all forms of recreation activities, this review will focus primarily on outdoor recreation activities only. Other

indicators of participation trends in the Alberta context have consisted of park visitations and outdoor equipment purchases. Before specifically examining outdoor recreation participation, an overview of recreation participation in general was needed to keep involvement patterns in outdoor recreation in perspective.

In general, results of the 1984 Public Opinion Survey on Recreation (Alberta Parks and Recreation 1986a) indicated that activities which have been highly accessible and involve little effort to partake in have been the dominant forms of recreation activity for Albertans. Examples of such activities emerging from the surveys were; watching television, reading, walking, visiting friends, and dining out (Alberta Recreation and Parks 1986a). Participation in outdoor recreation activities, such as camping, hiking, cross-country skiing and climbing, composed only a small proportion of total participation in recreational pursuits. This could be attributed to the nature of the activities, which require specialized equipment, planning, travel, a certain degree of fitness and skill, and commitment to the activity on the part of the participant. While participation in outdoor activities was substantially lower than T.V. watching and reading, a significant number of Albertans were involved in outdoor recreation. Over one million Albertans indicated an involvement in camping and cycling, and with canoeing and cross-country skiing have involved over 300,000 Albertans respectively and each of backpacking, climbing and orienteering involving over 100,000 Albertans (Alberta Recreation and Parks, 1986a).

Visitations to Alberta's five national parks increased dramatically from the early 1960's to the early 80's, though there was

a declining trend since the mid-1980's. Over seven million people visited the national parks in 1985 (Alberta Treasury 1986). Because of the attraction of the national parks to out-of-province and out-of-country tourists, it was difficult to estimate to what degree Albertans used the national parks for outdoor recreation.

The use levels of provincial parks as a place for outdoor recreation has been more indicative of Albertans' use of hinterland for outdoor recreation. Swinnerton (1982:62), in citing a number of different studies examining the use of Alberta's countryside, found that "evidence from Alberta suggests that the effective day recreation hinterland is likely to be contained within a radius of 50-75 miles or within one and one-half hours driving time of urban centres." It was also found that for weekend use, Albertans usually drove 150 miles or three hours to reach their destination. The close proximity of provincial parks to urban centres has been a factor in attracting local populations as opposed to out-of-province tourists. During the peak season of park use (April to September) in 1986, nearly 500,000 people camped in Alberta's provincial parks, which resulted in nearly 1.5 million camper nights (Alberta Recreation and Parks 1986b). In addition, nearly five million people used the provincial parks as daytime users. The evidence suggested that a substantial number of Albertans made use of the outdoors as a place for recreation, and it was likely that use levels will continue to increase though recent evidence, specific to Alberta, suggested that the participation growth rate indicated a trend toward a levelling off, thus slowing the rate of growth (Swinnerton 1982).

C. RISK RECREATION AND ADVENTURE PROGRAMMING

Risk Recreation

Adventure programming, or risk recreation, had become the 'catch-phrase' in outdoor recreation in the 80's. While men and women had long been seeking new challenges through recreational activities which had an element of risk inherent in them, only recently has it been recognized as a concept, worthy of research, evaluation, and exploration (Meier, Morash, and Welton 1980). This portion of this review examined adventure programming, its definition, value, and participation in, as a unique and growing aspect of outdoor recreation.

Any given outdoor recreation activity can have an inherent element of risk within it. However, those activities which have been considered to be more extreme in terms of the degree of risk involved, whether it be real or perceived risk, have been considered to be adventure activities, or, risk recreation. Alan Ewert, in examining the emerging trends in risk recreation, defined outdoor adventure as;

> A self-initiated activity usually engaged in a natural setting, that contains elements of real or apparent danger (i.e., risk), in which the outcome, while often uncertain, can be influenced by the actions of the participant and circumstance (1985a:4).

The risk to which Ewert (1985a) referred, was the possibility of a loss of control over the outcome of an activity, on the part of the activity participant(s). The loss of control could result in the activity participant(s) experiencing physical or emotional harm. Darst and Armstrong (1980) were careful to point out that the element of risk was relative to the participants skill level and the environment they were exposed to. To the novice, a simple climb on a ten foot rock face could be perceived as an activity of great risk, but would involve

little risk, real or perceived, to an expert climber. In addressing the above point, Darst and Armstrong (1980) developed a three-tier risk stratification system (low-risk, medium-risk, high-risk), where activities were categorized according to the amount of risk involved. Any one activity could fall into any one of the three risk levels, depending upon the environment and the skill level of the participants. Activities commonly associated with risk recreation have consisted of; climbing (rock, snow, and ice), white water canoeing, mountaineering, and spelunking. Other activities, perhaps less traditional but which had a high degree of risk, were; hang gliding, dirt biking, and snowmobiling. While there are a great variety of adventure activities that had elements of risk in them, it had been widely agreed upon that participants involved in these activities could derive psychological, sociological, and physical benefits as a result of their participation (Clawson 1985; Ewert 1985a; Darst and Armstrong 1980; Harmon and Templin 1980; Meier 1980).

The potential benefits of participation in risk recreation have been summarized in Figure 2.1. McAvoy (1985:27) supported the list of potential benefits as cited by Ewert (1985a) in stating;

> The rewards of participation in risk activities include a heightened sense of aliveness; a total involvement of emotional, mental, and physical capabilities; feelings of accomplishment, self-fulfillment, and personal growth; and a general sense of life enhancement.

Darst and Armstrong (1980), when accounting for the increasing popularity of risk activities, suggested that three major reasons have been consistently evident; personal, economic, and social-psychological reasons. These were similar to the reasons presented by Ewert (1985a) and McAvoy (1985), but also included minimal financial investment as a

Figure 2.1

Potential Benefits of Outdoor Adventure Participation

Psychological	Sociological	Physical
Self-concept	Compassion	Strength
Confidence	Group Co-operation	Coordination
Self-efficacy	Respect for others	Cardiovascular
Sensation-seeking	Outdoor Education	Outdoor Skills
Diversion	Nature Awareness	Sensory Awareness
Value Clarification	Communication	Health
Problem Solving	Behaviors	Catharsis

(Ewert 1985a:4)

major reason for participation in adventure activities (Darst and Armstrong 1980).

There has existed a small but growing body of research that supported the potential benefits derived from participating in outdoor risk recreation. Ewert (1983), in his document Outdoor Adventure and Self-Concept: A Research Analysis, reviewed fifty studies that had been done in the area of risk recreation and the effects on the participants. The majority of the research reviewed had involved participants of outdoor survival programs (pre-1962) and participants of Outward Bound programs (post-1962). In concluding his review, Ewert (1983:27) cautioned that though a number of the studies were flawed in design, "... the preponderance of research literature supported a belief that Outward Bound programs [and similar programs] can positively enhance an individual in a variety of ways." He concluded that though several studies indicating the positive effects of

adventure programs were not unequivocal proof of the effectiveness of such programs, that outdoor adventure programs work " ... but we don't know why or how" (Ewert 1983:27). It was pointed out that while there could be many potential benefits derived by participating in risk recreation, such participation did not guarantee that any of the benefits were derived. Risk activity participation could have had a negative effect, resulting from a poor or unfulfilling experience.

Recent Trends in Risk Recreation

Similar to participation in outdoor recreation activities in general, risk recreation and outdoor adventure activities have seen dramatic increases in participation in the last 25 years. Many of the demographic, economic, and social reasons examined earlier in this review also apply as explanations for increased participation in risk recreation activities as well (McAvoy 1985; Ewert 1985b; Lanier 1983). Meier (1980:13), in his essay on the merits of risk recreation, stated that "there is an increasing rise in the popularity of leisure activities containing elements of challenge, risk, thrill, stress and adventure." He then went on to cite some reasons for increased participation in risk activities, which were unique to the activities themselves;

> The greater number of participants in these pursuits is most likely affected by more opportunities due to proliferation of instructional programs, clubs, improved technical equipment, and safety procedures (Meier 1980:13).

To date, there has been only a limited number of data sources that have provided an indication of the actual participation levels in risk activities. Perhaps the primary reason for the lack of data was that compared to most recreational pursuits, relatively few people have

engaged in risk activities, resulting in these types of activities (e.g., climbing) often being overlooked and not included in data gathering instruments.

The most extensive data pertaining to risk recreation participation has come from the United States. In the U.S. National Forests, participation in climbing and hiking increased by over 300 percent between the years of 1965 and 1982 (Van Doren 1984). Based on the 1982/83 National Outdoor Recreation Survey, canoeing and kayaking participants were estimated to number over 15 million (Van Horne, Szwak, and Randall 1985). Climbing, as a specific activity, was omitted from the survey, as were hang gliding and mountaineering. Participation rates in outdoor adventure activities in the U.S. have been increasing steadily over time, based on the available data (Van Horne et al. 1985). Less has been known of the Canadian scenario that focussed specifically on outdoor risk activities.

In Canada, the only major national study of participation rates in outdoor activities took place in 1967 and 1972 (Canadian Outdoor Recreation Demand Study (CORDS) 1976). The study provided important base data in outdoor recreation participation. Canoeing was the only risk activity considered in the study, and the data indicated that participation on a national level increased from five percent of the population in 1967 to ten percent in 1972. In Alberta, participation increased two percent, to a total of eight percent of the population (CORDS 1972).

Parks Canada (1977) conducted a longitudinal survey on the participation rates of Canadians involved in selected outdoor recreation activities in Canada's National Parks. Over a period of

four years, between 1972 and 1976, the percentage increase of the population involved in cross-country skiing was 8.4 percent. Over the time period of 1967 to 1972, participation in canoeing increased from 4.8 percent to 14.1 percent. Over 16 percent of the population was involved in wilderness tripping in 1976; however, data was not collected for this category prior to this date (Parks Canada 1977).

In Alberta, the 1984 Public Opinion Survey on recreation yielded participation data on some selected risk activities. Data from the survey indicated that over 300,000 Albertans participated in each of canoeing, kayaking and cross-country skiing. Both backpacking and mountain climbing had over 150,000 participants each while 88,000 were involved in whitewater rafting (Alberta Recreation and Parks 1986a).

Ownership of recreational equipment has also been an indicator of involvement, based on the assumption that if someone owned equipment specific to a certain activity, that they were also actively involved in pursuing that activity. Ownership of canoes in Canada increased by 200 percent between the years of 1974 and 1978 (Statistics Canada 1981). Over 22 percent of Canadian households owned cross-country ski equipment and 27 percent own camping equipment. Alberta had the highest (42.3%) ownership of camping equipment in Canada (Statistics Canada 1981).

Data on risk recreation participation in Canada and Alberta has been sparse, but the existing data indicated that the trend has been to increasing participation, with more Canadians and Albertans having decided to become involved in activities that involved elements of risk in the outdoors. Ewert (1985b) argued that as those involved in the outdoor recreation boom of the 70's age, they would have the

opportunity to expose the younger population to outdoor recreation activities, thus the boom would be self-perpetuating, resulting in increased participation over time. In addition, with outdoor recreation becoming recognized for the benefits it has to offer, it has become part of the school curriculum, exposing more youth to outdoor risk activities (Ewert 1985b). Advances in technology in developing outdoor materials and equipment have resulted in equipment being more durable, more specialized, and more comfortable, which were all factors that have discouraged participation in the past (Lanier 1983; McAvoy 1978). While the costs of equipment have increased over time, the initial expense could be followed by years of use and low maintenance, which could be attractive to the consumer. There have been increased outdoor recreation opportunities as the number of outfitters have continued to grow (Lanier 1983). Specific to Alberta, the 1988 Winter Olympics, which were held in Calgary, will have generated interest in outdoor recreation activities, as well as providing world class facilities to accommodate those activities.

With growing participation rates in activities where recreationists have been seeking elements of risk to fulfill their needs, there has been a strong need for qualified leaders. McAvoy (1978:421), when addressing the issue of outdoor leadership training, asserted that, " ... the most critical aspect of these programs is the leadership component." He went on to stress that " ... the growing demand for challenging outdoor opportunities has created a need for highly qualified activity leaders ..." in the field. Meyer (1979:12) concurred with McAvoy in stating that " ... there is perhaps no more important single factor in the management of risk than the proper

selection and training of staff." Leadership has been an essential component of risk recreation and has been the greatest justification for developing leaders in outdoor adventure activities.

D. LEGAL LIABILITY

One of the most recent issues in outdoor recreation has been that of legal liability. Agencies that sponsor or provide outdoor recreation opportunities, recreation based land managers and facility operators, have been concerned about the chance of being held liable for accidents or injuries that occur in their jurisdiction (Rankin 1980). Outdoor recreation has not in itself become a target area for liability suits, but as Van der Smissen (1980:219) pointed out;

> It seems that there is a tendency for people to feel that money should be acquired for any injury which occurs regardless of the situation and person being sued.

Because of this attitude, outdoor recreation, particularly in risk activities, could likely be an area of great potential for lawsuits in the future (Darst and Armstrong 1980). The concern about the chances of lawsuits arising from injury in outdoor recreation could profoundly effect future programming;

> Such actions have given rise among those sponsoring risk sports and adventure activities to an extreme fear regarding potential liability of multi-million dollar dimensions. In many instances, the directives of either lawyers or insurance company representatives of the sponsoring agency have resulted in discontinuance of or at least considerably 'watered-down' adventure activities (Van der Smissen 1980:220).

Wuyda (1983:2), in her thesis which examined the legal liability of outdoor educators, also suggested that the potential for suit could adversely effect outdoor programs;

> ... because of the inevitability of accidents (a statement of fact) and the potential for resulting legal litigation, many school boards and recreation delivery agencies are questioning the validity of offering such activities as part of their curricula or program. In their efforts to avoid legal reprisal, many potential lifetime leisure activities have been either completely avoided, discontinued, or taught in a manner which has rendered them so safe that they no longer contain the essential ingredients of risk and excitement. The 'watered down' remnants have often been labelled too soft, too dull, and too ordinary.

As a result of the potential threat of being sued, outdoor programmers could likely eliminate the very activities, the challenge and adventure, that the public desired. Liability suits, though more frequent in the last decade, had not reached the 'epidemic' proportions in outdoor recreation as in society in general, but the threat of this happening was very real (Wuyda 1983: Van der Smissen 1980).

Though there exists a number of types of legal liability, by far the most prevalent in outdoor recreation has been that of negligence (Wuyda 1983; Darst and Armstrong 1980; Van der Smissen 1980; Meyer 1979). Van der Smissen (1980:221) described the four elements of negligence out of which liability has occurred;

1) the duty owned by the person in charge to protect the participants from undue risk of injury
2) failure to provide standard of care required
3) the breach of duty was the proximate cause of injury, and
4) the injury in terms of actual damage

She then went on to point out that all of the above have been the responsibility of the leader and the agency sponsoring the leader;

> You must have the competence required for the role you have accepted. It, therefore, behooves you to be well versed and qualified in whatever adventure activity you are engaging (Van der Smissen, 1980:220).

Meyer (1979:12), in his review of major accident reports from adventure activities, concluded that a great majority of the accidents arose out of any one or combination of the three following reasons;

1) an unobserved or underestimated unsafe condition;
2) an unsafe act, usually on the part of the student; and
3) an error in judgement, usually on the part of the instructor.

The decisions and behaviour of any group engaging in outdoor activities have been the ultimate responsibility of the leader. Van der Smissen (1980:220) warned that "supervision of participants is one of the critical elements giving rise to law suits and is of particular importance in risk sports and adventure activities."

The leadership of participants partaking in outdoor activities has been the most important element in the avoidance of law suits arising from accidents (Hronek 1985; Wuyda 1983; Darst and Armstrong 1980; Van der Smissen 1980; Frakt 1980; Meyer 1979). It has been the duty of any agency providing outdoor recreation activities as part of their program " ... to ensure that the leader possess not only the technical skills, but also the experience, judgement, and sensitivity needed to take people into the outdoors" (Wuyda 1983:172).

The intent here was not to provide a list of qualifications that the outdoor leader should possess, but to indicate that qualified leadership has been the best safeguard against lawsuits arising from accident or injury. Good leadership could potentially protect against lawsuits in the prevention of situations and accidents that have given rise to lawsuits in the first place and, by reducing the number of successful lawsuits when accidents have occurred. If agencies that offered outdoor activities as part of their program hired leaders possessing the necessary skills needed to lead the activities in that program, there would be no need to 'water down' or eliminate risk activities in adventure programming (Van der Smissen 1980; Meyer 1979). Conversely, it would enable agencies to maintain and expand their

programs, exposing participants to the activities and challenges they have been seeking.

In summary, the above literature has suggested that as more people became involved in the outdoors and as the trend to sue continued to grow in society in general, there was a strong likelihood that the field of outdoor recreation would be subjected to an increasing number of lawsuits arising from accidents and injuries in the outdoors. There has been a strong need to develop safe, skillful, and knowledgeable individuals to lead safe programs and thus reduce the number of successful lawsuits. Programs to ensure that employing agencies and activity participants have received the quality of leadership needed to negate the circumstances leading to the number of successful lawsuits, have been needed to reduce the threat of lawsuits.

E. OUTDOOR LEADERSHIP CERTIFICATION

Outdoor leadership certification was first proposed by Wagar, in 1940, out of a need to protect American forests from the adverse environmental impacts that were a result of use by unskilled and unsafe recreationists.

> We need today a system which will provide for the many the background, standards and objectives which under a kind of apprentice system was once extended to a few. We need something which will definitely mark and reward those with experience and wisdom in outdoor living, resourcefulness in outdoor emergencies, and with acceptable standards for outdoor conduct. We need, in short, a certification of outdoorsmen, with several ranks to indicate differences in ability (Wagar 1940:492).

Outdoor leadership certification has continued to be an issue today. The literature has presented many arguments, both for and against certification but what has been agreed upon is that implementing some form of formally recognized leadership certification system would be a

monumental task (Yerkes 1985; Ewert 1985c; Cockrell and Detzel 1985; Cousineau 1977). Ewert (1985b) suggested that certification would eventually be inevitable, but the form it would take has been the point of ongoing controversy.

A considerable amount of literature on leadership certification has been presented, but few attempts have been made to define what outdoor leadership certification consisted of. Ewert (1985c:17) proposed one approach where;

> Certification, in whatever form, is a means to assure that only qualified people may systematically engage in the formal teaching and/or leading of individuals in the outdoor adventure situation.

Certification could take one of four different forms;

1) Certification - The recognition of an individual who has met certain pre-determined qualifications specified by an agency or organization.
2) Licensure - The granting of permission to persons meeting certain requirements to engage in a given occupation.
3) Registration - The process by which qualified individuals are listed on an official roster.
4) Accreditation - The recognition of a program or institution as meeting certain pre-determined qualifications.

(Ewert 1985c:17)

Leadership training and certification has not merely been the provision of technical skills needed to safely execute a given outdoor activity (Yerkes 1985; McAvoy 1978). McAvoy (1978:42) explained that;

> Highly skilled outdoor enthusiasts do not always have the necessary skills in group interaction, decision making, or administration to oversee a safe, high quality program that meets the needs of the participants.

Elements of social, organizational, and decision-making skills should also be present in the leader and should be developed through experience in leading groups (Ewert 1985c; Yerkes 1985; Buell 1983; Langmuir 1976).

Cockrell and Detzel (1985), in their review of leadership certification literature, concluded that there are three primary reasons justifying a certification system. First, as demonstrated earlier in this review, there has been a growing trend in the use of the outdoors as a place to recreate, particularly in adventure or risk activities. Secondly, as use of the outdoors has increased, the impact on the environment increased also, and the education of the users, through sound leadership, would reduce the degree of impact. The third reason has been that as more private and public agencies and organizations have taken people into the outdoors, there has been a need for knowledgeable leaders, capable of leading others in a safe and enjoyable experience (Cockrell and Detzel 1985). In addition to the above reasons, it has been anticipated, though not proven, that in some situations leadership certification could have helped in cases of legal liability and also reduce liability insurance rates of agencies using certified leaders (Yerkes 1985).

Arguments against leadership certification have focused primarily on the restrictions it would place on those wanting to venture into the wilderness. Yerkes (1985) and Toft (1979) pointed out that mandatory certification could be an infringement on basic rights where a group would be unable to enter the wilderness unless they had a certified leader amongst them. Leadership certification could lead to the creation of a huge bureaucratic organization, which would be unable to meet the demand of those desiring certified leaders (Toft 1979). Perhaps the strongest argument against outdoor leadership certification, to which even many of the certification advocates agree, has existed in the difficulty in assessing the leadership skills and

abilities of individuals in a consistent and fair manner (Yerkes 1985; Cockrell and Detzel 1985; March 1978; McRae 1976). In dealing with the problem of assessment, McRae (1976:10) observed that;

> It is easy to assess the competencies of a trip leader in terms of core skills such as canoe handling, firebuilding, and the like. But it is far more difficult to assess the leader's ability to make mature judgements about health, safety, group behaviour, and other problem areas that must be made on the trail.

Senosk (1977), in her thesis dealing with the issue of outdoor leadership certification, concluded that the difficulty in assessing a potential leader's ability to make correct decisions under pressure has been a major point that seems to have blocked the development of an acceptable certification program.

The problems and potential benefits of outdoor leadership certification have been an issue in the forefront of outdoor recreation for some time. This problem resulted in a number of studies that have attempted to address some of the issues. A literature search revealed that a total of seven studies have been undertaken dealing with some aspect of the leadership certification issue. Following is a summary of the results emerging from the studies. The results and comparisons should be viewed with caution as the studies were carried out at different times, in different localities, and using a variety of methodologies.

The common element that existed in all of the studies addressing leadership certification was the determination of the degree of support for a certification system among the study populations. Generally, support was positive in recognizing a need for the development of a certification system.

Cousineau (1977), in using a Delphi-type methodology, surveyed members of the Council of Outdoor Educators in Ontario. Over 76 percent of those surveyed supported the initiation of a province-wide certification scheme. These results were further supported by Ewert and Johnson (1983) and Cockrell (1985) in their studies carried out in the U.S., where 71 percent and 70 percent respectively, supported some form of certification system. Senosk (1977), in her survey of outdoor pursuits organizations in the U.S., found that a small majority (52%) supported the concept of a certification system. In spite of that support, only 30 percent of the organizations actually offered a certification program. Scott (1981:2) through the Canadian Association for Health, Physical Education and Recreation, completed a study involving a nationwide survey and discovered that a strong majority (78%) of those surveyed saw " ... the use for promotion of appropriate certification related to outdoor education as desirable in the selection for development of outdoor leaders (1981:2). Overall, research has indicated a moderate to strong support for the concept of leadership certification, either in specific localities (province or state) or nationwide.

Though support for the concept of certification was positive, the number of agencies actually offering certification as part of their programs were in a minority. Senosk (1977) found that 70 percent of the agencies surveyed (n=148) did not offer certification programs. Scott (1981) revealed that 44 percent of the agencies surveyed provided some form of certification while 67 percent indicated that their leaders were required to have some certification. These results indicated that while certified people were required in the majority of

outdoor organizations, the certification of outdoor leaders was the responsibility of only a few selected organizations. In addition, while certified leaders were desired by most organizations taking people into the outdoors, Grav (1981) found that certification ranked well behind personal experience and job-related experience when it came to hiring leaders for leading risk activities. University degrees ranked the lowest as a measure of outdoor leadership competence.

Few of the research projects directly examined the reasons, for or against, outdoor leadership certification, though some did touch on the issues. Cockrell and Detzel (1985) implemented a study that examined the effects of certification on program safety and minimum impact practices of graduates of a recognized certification organization in the United States. Both improved safety and reduced environmental impact have been frequent reasons given in the justification of certification (Cockrell and Detzel 1985; Ewert 1985c; Yerkes 1985). Results of the study showed that the certification program was effective in fostering environmentally ethical backcountry use practices, thus minimizing the impact of their use of the wilderness. The authors, however, concluded that the safety records of the program graduates did not improve significantly with certification, though the overall accident rate was very low (Cockrell and Detzel 1985). In addressing the safety issue, Senosk (1977:62) concluded that;

> Although the reduction of inherent hazards in various outdoor pursuit activities and increased practice of safety measures are cited as being common justifications for certification, these factors did not rate high among those sampled.

Only 6.5 percent of those surveyed indicated accident prevention as being of primary importance as a reason for certification.

With the exception of Ewert and Johnson (1983), the issue of what organization or group would be responsible for governing and administering a certification system was never directly addressed in any of the studies. However, it was discovered that the overwhelming majority of individuals and organizations sampled did not want any form of federal or provincial (state) government intervention at any level (Cockrell and Detzel 1985; Ewert 1985c; Ewert and Johnson 1983; Senosk 1977; Cousineau 1977).

Research on the issue of outdoor leadership certification, at best, has only opened the door to more questions and issues. However, the above research has shown that there has been a positive general agreement about the need for certification and that outdoor recreationists would like to develop and implement the system themselves, if it were to come into being. A lack of consensus on the part of outdoor recreation leaders, agencies, and boards, regarding the philosophy and format of a certification system, and who would administer it, has been a major obstacle to be overcome in implementing a certification program (Ewert and Johnson 1983). When considering the direction that certification should take in the future, and the attitudes needed to accept certification, Cousineau (1977:160) concluded that;

> Certification is not a pleasant course of action to have to exercise. It is in the opinion of this investigator an inevitable phenomenon that one must face. The present social conditions (accountability, safety, and malpractice lawsuits) will force us to be "officially" competent whether we like it or not.

Outdoor leadership certification has been a concept which has been closely linked to outdoor leadership development. Certification has

been a representation of leadership development programming. Though many of the same problems have existed in both areas, the idea of certification of outdoor leaders has been laden with unresolved issues, as the merits of certification have continued to be debated in outdoor recreation circles. While there has been a lack of consensus on the issue of the development of a formal leadership certification system, there has been agreement on the need to develop qualified, safety conscious and environmentally ethical leaders in outdoor recreation.

F. OUTDOOR LEADERSHIP DEVELOPMENT

Components of Outdoor Leadership Development

This review has presented and examined the major trends and issues in outdoor recreation today. Increasing demand for outdoor recreation, particularly in adventure activities, concern for the increasing number of lawsuits in outdoor recreation, and the issue of formal leadership certification have been problems and issues facing both facilitators and participants of outdoor recreation. Diverse in nature, the issues facing outdoor recreation have been linked together by the need to develop qualified and capable leaders. McAvoy (1978:42), in addressing the topic of outdoor leadership training, observed that;

> The growing demand for challenging outdoor opportunities has created a need for highly qualified activity leaders as well as individuals who can administer a total outdoor recreation program.

The next portion of this review has presented and examined outdoor leadership development models in terms of their component parts, objectives, implementation, and overall philosophy. The component parts were based on the conceptual models presented and the ideas of agencies and individuals working in the field of outdoor recreation.

The components were integrated through the presentation and examination of some of the existing outdoor leadership development models. Finally, selected representative outdoor leadership development programs were reviewed in terms of the operationalization of some of the models and the effects of the programs on the participants.

In spite of the variety of leadership development models and the differing approaches taken, the component parts of leadership development have remained essentially the same. The following discussion of the component parts has been based primarily upon four research projects, conducted by Buell (1983), Green (1981), Swiderski (1981), and Cousineau (1977). The samples for the studies consisted of individuals actively involved as outdoor leaders or administrators of outdoor programs. This discussion will also incorporate other related studies (Ewert and Johnson 1983) and essays and opinions from others considered to be knowledgeable in outdoor leadership development (Petzoldt 1975; Rogers 1979; McAvoy 1978; Ewert 1985c; Benson 1986).

Technical Skills: Technical skills have traditionally been the most emphasized and evident component of leadership development models and programs. Buell (1983:12) stressed that outdoor leaders " ... must possess a wide range of outdoor skills and abilities which could be basic to all programming activities ..." Technical skills have been broken down into two parts, the first being technical motor skills, which were the technical aspects of the physical activity being performed. The second part consisted of technical forces, which was the context in which the activity was taking place (Rogers 1979). Buell (1983) broke technical skills down into basic core skills and specialized technical skills. Basic core skills were those that all

outdoor leaders should have knowledge of, such as navigation, survival, and wilderness living skills. Specialized technical skills were those that are activity specific, such as those needed only in climbing, whitewater canoeing, and cross-country skiing (Buell 1983). Sometimes included in this component was the ability to teach skills to others (Benson 1986; Rogers 1979). Ewert (1985c) considered the teaching of skills to be a separate component of leadership development, in need of specialized abilities and knowledge, quite different from those needed in performing a given activity. For the purpose of this study, however, the ability to teach has been considered a sub-component of technical skills. Sound technical ability has been necessary in the development of outdoor leaders, however, technical skill development has not been, in itself, sufficient as a means of developing leaders (Rogers 1979).

Administration Skills: The ability to administer and supervise a public or privately sponsored outdoor program has been a set of skills important to the outdoor leader (Ewert 1985c; Buell 1983; McAvoy 1978). "All leaders should possess skills and abilities necessary to encourage and enable others to make the best use of their abilities and available resources" (Buell 1983:12). Administration skills have included organizational ability, budget development, promotion, personnel management, and report writing (McAvoy 1978). Additional skills included the ability to secure funding and equipment for programs and facility management.

First Aid and Safety: Knowledge of first aid and safety has been considered to be essential to any individual involved in developing their leadership skills. Leaders should be well trained in first aid

procedures and prepared to act in an emergency of any nature (Ewert 1985c; Buell 1983; McAvoy 1978; Langmuir 1979). The ability to lead activities safely, and having knowledge of safety procedures specific to the activity involved in should be present in all leaders (Buell, 1983). Medical skills ranked third in importance as a desired component of leadership, in Ewert and Johnson's (1983) study, with over 70 percent of the respondents having stressed its importance.

Environmental Education: A knowledge of the environment and environmental ethics on the part of the leader has been a component of leadership development that has received greater emphasis in recent years. This has been largely due to the impacts that outdoor recreationists have had on the resource base while engaged in activities. Rogers (1979) stressed that the leader should have fundamental knowledge of ecosystems, ecology, land use practices, and man's interaction with the environment. The development of environmental awareness should be a component in any leadership development program, as it would be likely that the skills and knowledge possessed by leaders would be passed on to individuals they come in contact with (Ewert 1985c; Buell 1983; Rogers 1979). More important than the knowledge of the environment has been the leader's attitude toward the environment. A positive attitude toward the treatment of the environment during involvement in outdoor recreation would be likely to foster similar attitudes in activity participants. Knowledge of the environment, coupled with an attitude that expounded protection and respect for the environment would form an environmental ethic. It has been the responsibility of the leader to both educate the public about the environment and demonstrate a respect for the

environment while involved in outdoor activities.

People Skills: The leader should possess the skills needed " ... to guide group interaction, or what has been referred to as expedition behaviour" (McAvoy 1978:43). The leader should have the ability to foster supportive and helping relationships between himself and group members and group members with each other (Benson 1986; Buell 1983). The ability to communicate with, evaluate, and direct different personalities toward common goals have traditionally been skills assumed to exist in any leader. Only until recently has there been any formal recognition of these people skills in leadership development programs (Benson 1986; Buell 1983). In addition to the skills needed to be able to interact with, and direct others, the leaders should have a knowledge of self, in terms of personal philosophy, physical abilities, and strengths and weaknesses as a person and as a leader (Benson 1986; Buell 1983). The ability of self assessment could direct leaders to areas in need of development, be it people, technical, or safety skills, which could ultimately results in a more 'well-rounded' leader.

Objective Judgement: Objective judgement has been the one component of leadership which has not been a separate entity, but which extended into all other components of leadership development (Ewert 1985c; Buell 1983; McAvoy 1978; Rogers 1979; Langmuir 1976). Rogers contended that objective judgement has been the most important attribute of an outdoor leader. Rogers (1979:3) defined objective judgement as;

> The ability to divorce one's self from the role of the participant while participating with a group. Being able to see beyond the exhilaration of the activity to the totality

> of the experience--and thus to appreciate and evaluate (to compare, decide, and understand) non-technical forces which are acting during the technical activity.

Buell, in his study on outdoor leadership competencies, found that the ability to " ... anticipate problems and act to prevent situations that may be harmful to the participants, the program and/or agency ..." was the most desired competency in outdoor leaders (1983:30). The previous components of leadership development could be taught or passed on in a variety of instructional settings, but the ability to make objective decisions in the field, operating in real life conditions, could only be gained through practical experience (Ewert 1985c; Rogers 1979; Langmuir 1976). Langmuir (1976:4), in discussing the balance between formal training and experience, felt that;

> Experience is the tough school of graduate training where the techniques learned in the shadow of a leader can be put to the test. No amount of training or attendance at courses can compensate for a lack of this practical and individual experience.

He did recognize the need for formalized forms of training in developing outdoor leadership skills in stating that " ... the answer seems to lie in the right sort of combination of training and experience" (Langmuir 1976:4). Rogers (1979) agreed with Langmuir about the role that experience has played in the development of objective judgement and therefore, leadership development. However, it was clearly stated that no individual, who had a minimal amount of leadership experience, should gain further experience while in the position of primary responsibility for a group. Certain essential capabilities should be acquired in controlled and purposely designed situations and these situations should precede taking on primary responsibility in a group involved in the outdoors (Rogers 1979).

Leadership Effectiveness

Research has provided a list of skill areas or competencies in which an individual should be well versed in order to become an effective leader. There has been an implicit assumption that if a person was knowledgeable in all of the stated skill areas, then that person would be a 'good' outdoor leader. This assumption has led to a small number of studies that have tried to address this problem of leadership effectiveness.

Hendy (1975), in his study of the personality attributes of Outward Bound staff members, observed that effective female instructors were reserved, imaginative, and self sufficient. Similarly, superior male instructors were more imaginative and more experimenting than other male instructors who were not rated as 'superior.' Easther (1979) examined the relationship between instructors' evaluations of the leadership potential of individuals who attended an Outward Bound course, and other factors such as personality type. Personality and leadership assessment instruments failed to effectively measure leadership potential. According to Easther (1979) the most reliable measure was the subjective evaluation of the leadership potential of an individual conducted by both the instructor and peers of that individual throughout an Outward Bound course. Riggins (1985) studied the biographical and personality profiles of Outward Bound instructors that were rated as being 'most effective' to 'least effective' by the students of the instructors. Findings that were related to instructor effectiveness consisted of a number of biographical characteristics, such as; Outward Bound position, number of Outward Bound courses taught, previous experience at Outward Bound, university degree, age,

and family size. There was no evidence linking personality characteristics (i.e., introvert/extrovert, assertiveness, sense of humor, sensitivity, etc.) to leader effectiveness (Riggins 1985). Riggins (1985:10), in discussing if any of the biographical or personality characteristics should be pre-requisites for leadership positions with Outward Bound, concluded that there were none, but that " ... evident, overall, is the implied relationship between practical field experience and instructor effectiveness."

The limited amount of research has yielded little information concerning the most effective method of leadership assessment or what factors contribute to the development of an effective leader. Darst and Armstrong (1980:62) observed that, "the evaluation of instructors continues to be a critical problem ..."

Outdoor Leadership Development Models

The previously discussed components of outdoor leadership development have been present in most leadership development models and schemes. It has been in the integration of the components where outdoor leadership development models have differed. This study has focused on one distinct model, the Wholistic Leadership Development Model (WLDM) developed by Lyle Benson (1981) and adapted by BLC for its program. However, before examining the WLDM, a review of some other proposed models proved useful in illustrating how the various components of leadership development have been integrated.

Rogers (1979), in his monograph Leading to Share, Sharing to Lead, presented a rationale for, and a model of, outdoor leadership development. Within the model, objective judgement was the most important skill or ability that an outdoor leader could have.

"Objective judgement is the means by which the leader assures that the form of the experience is in accord with the desired function of the experience" (Rogers 1979:4). It has been the responsibility of the leader to determine and know a group's goals and objectives, and through activity, ensure that the goals and objectives are met in as a safe and enjoyable manner as possible. Though Rogers (1979) stressed the importance of objective judgement in leadership development, he did recognize that prior to leading others in the outdoors, the leaders should possess knowledge of, and experience with, the forces which act upon individuals involved in outdoor activity. These forces, encompassing the previously discussed components of leadership development, were as follows;

1) environmental forces
2) physiological forces
3) psychological forces
4) safety forces
5) sociological forces
6) technical forces

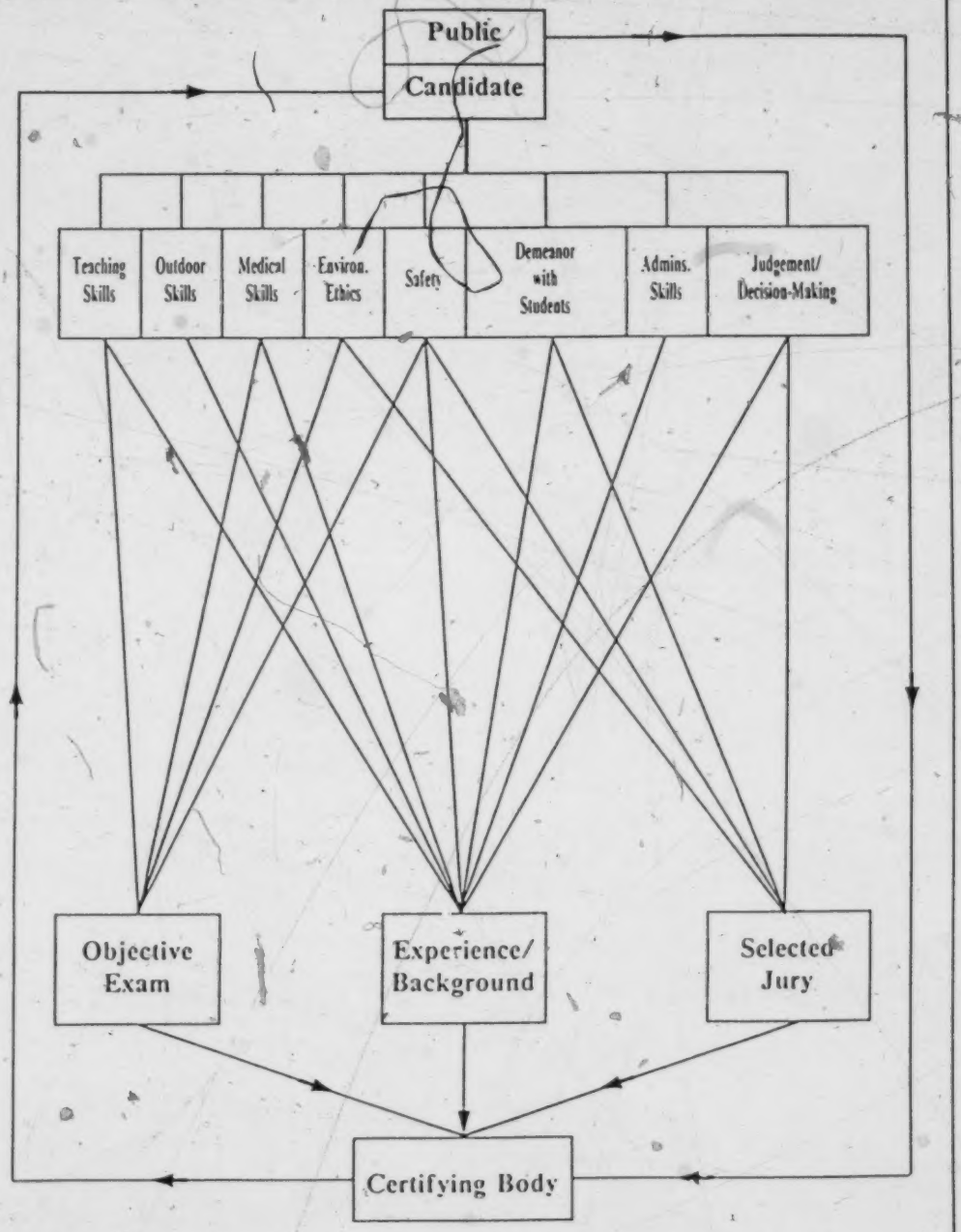
These forces govern what could happen in an outdoor experience, and therefore, an ability to understand these forces has been needed on the part of the leader. According to Rogers (1979), to understand these forces the leader must be well versed in four desired components of leadership; (i) environmental behaviour, (ii) personal growth, (iii) technical skills, and (iv) safety skills and knowledge. The 'mortar' which pulls the components together is objective judgement. Once the components are understood, the leaders should be ready for involvement in leadership roles. The final phase of Rogers' (1979) model consisted of four criteria that dictate a potential leader's readiness for involvement in leadership roles. They were, (i) chronologic maturity, (ii) participant experience, (iii) technical motor skill, and (iv)

apprentice leader experience. Rogers' (1979) leadership development model involved the training and development of individuals wanting to be outdoor leaders, taking them from a stage of having little knowledge or experience in outdoor leadership to an entry-level position where the individuals were ready to assume leadership roles.

Ewert (1985c) presented a model of leadership development (see Figure 2.2) where the ultimate objective was the certification of those who follow the processes outlined in the model. The model was intended to produce " ... individuals who are capable of working effectively with students, has enough outdoor, medical, and safety skills to meet the program's needs, displays good judgement, is environmentally astute and capable of working within an organization (administration skills)" (Ewert 1985c:18). The technical, medical, and safety skill areas present in the model could be objectively tested. The areas of judgement and decision making are more difficult to assess (Ewert 1985c). To deal with the problem of assessment, a three stage process was incorporated into the model involving techniques which allowed for both subjective and objective assessment of the certificate candidate. The three stages of assessment consisted of an objective exam, a review of the candidate's experience and background, and a review of the individual's ability by a selected jury. Initially, the candidate would be responsible for acquiring the skills of leadership through a variety of methods (e.g., courses, workshops, involvement in activities, leading others). The components, or skill areas, in the model that could be objectively examined were; teaching skills, medical and safety skills, environmental awareness and practices and to some degree, administration skills. The experience and background of the

Figure 2.2

PROPOSED CERTIFICATION MODEL FOR OUTDOOR LEADERS



(Ewert 1985c, modified)

candidate in involvement in outdoor activities and leadership roles could contribute to learning the skill areas mentioned above, as well as demeanor with students, administration skills, judgement and decision making. A major assumption in Ewert's (1985c) model was that experience in outdoor activities could contribute to the learning of any one, or all, of the components considered to be necessary to leadership. The selected jury, comprised of experienced leaders, experts in all of the leadership components, would evaluate the skills considered to be subjective in nature, such as; environmental ethics, demeanor with students, safety, judgement and decision making. The assessment process within the model could ensure that incompetent leaders did not receive leadership certification. For those candidates that could be deficient in one or more of the component areas, the model would help pinpoint areas in need of work or practice, eventually resulting in more qualified, well rounded leaders (Ewert 1985c).

Both Ewert (1985c) and Rogers (1979) have presented outdoor leadership development models that encompass the needed leadership competencies as identified in research completed by Buell (1983), Ewert and Johnson (1983), Green (1981), Swiderski (1981), and Cousineau (1977). The components were integrated in a way that dictated that the leadership candidate must become competent in all the components before being recognized as an outdoor leader.

Approaches to Outdoor Leadership Development

Outdoor leadership development programs have involved many forms of 'instruction' in which "the means by which the individual leader attains the knowledge, skill, and experience he/she needs may vary greatly" (Wuyda 1983:172). Wuyda (1983) pointed out that theoretical,

technical knowledge and skill acquisition could be obtained through any one of or a combination of;

1) certification programs
2) university and college courses
3) workshops, clinics, seminars, conference sessions
4) agency or board inservices
5) personal reading, and of course,
6) practice

The review of literature revealed that the approaches taken in leadership development programs have followed one of two formats; i) immersion programs and, ii) component programs (short courses). Immersion programs have involved a 'wholistic' approach, with the leader-in-training taking one (or more) long term course (25 days or more), where they are exposed to many technical, outdoor, and safety skills. Because of the long term nature of the course, the individual would be able to develop communication, people, and judgement skills when interacting and establishing relationships with other course participants. The immersion approach has integrated all or most of the leadership components, as described earlier, into one course.

Conversely, the component approach has involved the offering of a 'course menu', where individuals could select one or many of a variety of short courses. The students could build their own leadership development curriculum, depending upon their interests, needs, and specialization. The courses offered usually focused on one or perhaps two components of leadership development, whether it be a highly specialized technical skill or a course in group relations. The component courses are usually short in duration (two to five days) and therefore it often involved the student taking a progression of courses (beginner to expert or instructor) depending upon the student's overall objectives.

Well known examples of immersion programs in outdoor leadership development have been the National Outdoor Leadership Schools (NOLS) based in Lander Wyoming, and the Wilderness Educators Association (WEA), operating in conjunction with 24 universities across the United States. Examples of the component approach have been found at wilderness centres, schools and universities, municipal parks and recreation departments, and provincial and national associations. The Canadian Ski Association (CSA) Tour Leader Program has involved a variety of cross-country ski courses with differing emphasis, thus focussing on more than one leadership component. University programs have offered a range of technical, environmental, and philosophy courses based in outdoor pursuits and activities. Few of these courses, however, have existed at a high skill level and students often have had to go elsewhere to receive higher skill training. The Alberta Blue Lake Centre has also used the component approach and will be discussed in greater detail later in this chapter.

The NOLS, an immersion program, was founded by Paul Petzoldt in 1967 as he was;

> ... shocked into the realization that nobody had really trained outdoorsmen in America. I thought the best thing I could do for youth, if they were going to use the wild outdoors, was to prepare better leaders for such experiences (Petzoldt 1975:3).

The NOLS program, offering a variety of courses in different settings, has had the stated objectives of achieving in its students; leadership development, outdoor skills, minimum impact conservation techniques, and expedition dynamics (NOLS calendar 1986). The courses averaged 26 days in length, ranging from 14 days to 95 days per course. Regardless of the differing settings, duration, and emphasis of the courses

offered, the four stated objectives formed the course curriculum.

Henry and Driver (1974) attempted to determine students' motives for taking a NOLS course. Out of 15 possible reasons, to become a leader ranked seventh, behind other motives, such as, to learn about the wilderness, perfect outdoor skills, and for adventure. Baker (1975) examined changes in participant leadership perceptions resulting from participation in a five-week NOLS course. He concluded that there appeared to be no significant change in participants' attitudes concerning leadership behaviour after a NOLS course. In determining what factors contributed to the leadership effectiveness of Outward Bound instructors, Riggins (1985:8) concluded that "participation in basic courses offered by NOLS bore no significant relationship to instructor effectiveness." Though none of the few studies mentioned above have found any strong evidence regarding NOLS contribution to developing outdoor leadership, more research is needed to be able to draw any conclusions.

The WEA program, offered through 24 universities in the U.S., has consisted of a 36 day course " ... which utilizes wildland travel and experiential learning methods to teach students how to;

1) teach others to use and enjoy the wilderness with minimum impact;
2) safely lead others in the wild outdoors;
3) exercise good judgement in a variety of outdoor environments and conditions; and
4) demonstrate a basic standard of outdoor knowledge and experience (Cockrell and Detzel 1985:16).

The WEA, also founded by Paul Petzoldt, has been an attempt at a national certification organization which " ... is slowly gaining recognition as a national standard in the profession" (Cockrell and Detzel 1985:17). Cockrell and Detzel (1985) conducted a study to

determine the effectiveness of the WEA program in meeting its objectives. The study involved 261 WEA graduates that had earned their leadership certificates after successfully completing the 36 day course. Results indicated that the safety records of WEA graduates did not improve after taking the course but did develop a stronger environmental ethic, in implementing more minimum impact practices. The study also showed that only a 'moderate' number of the program graduates used the skill and knowledge gained in the course after graduating.

Research on immersion leadership development programs such as NOLS and WEA, has been too limited to be able to draw any definite conclusions regarding the effectiveness of this approach. A literature search revealed that to date, there has been no published research regarding the effectiveness of the component approach to leadership development. An in-house study (Miller 1977) was conducted by Alberta Recreation and Parks, Government of Alberta, to determine the impact of a component program offered at the BLC. A program which, because of its diversity, structure, and evolution, has been representative of a component approach to outdoor leadership development.

G. ALBERTA BLUE LAKE CENTRE

Program Objectives

In 1971 "the Blue Lake Centre was opened with a mandate to focus on the development of outdoor leaders" (Blue Lake Centre calendar 1987:1). Since opening, over 25,000 people have attended BLC with the overall objective of becoming more proficient and knowledgeable in their use of the outdoors as a place for recreation (Blue Lake Centre

calendar 1987). It has been the objective of BLC that course participants would return to their communities, and through teaching recognized courses or informally passing on skills and knowledge to friends and family, would pass on what they have learned to other members of the community.

The concept of the BLC emerged from the need to develop individuals that could safely lead the increasing number of recreationists in outdoor activities. The increasing demand on the wilderness areas as a recreation resource base is the result of increasing urbanization and an increase in leisure time (Blue Lake Centre calendar 1987). BLC has maintained that "it is our responsibility to ensure that, as greater and greater number of Albertans are spending more time in our wilderness areas, they have the opportunity to use enjoyable, safe, and environmentally sound practices in their pursuit of outdoor experiences" (Blue Lake Centre calendar, 1987:1).

Physical Plant

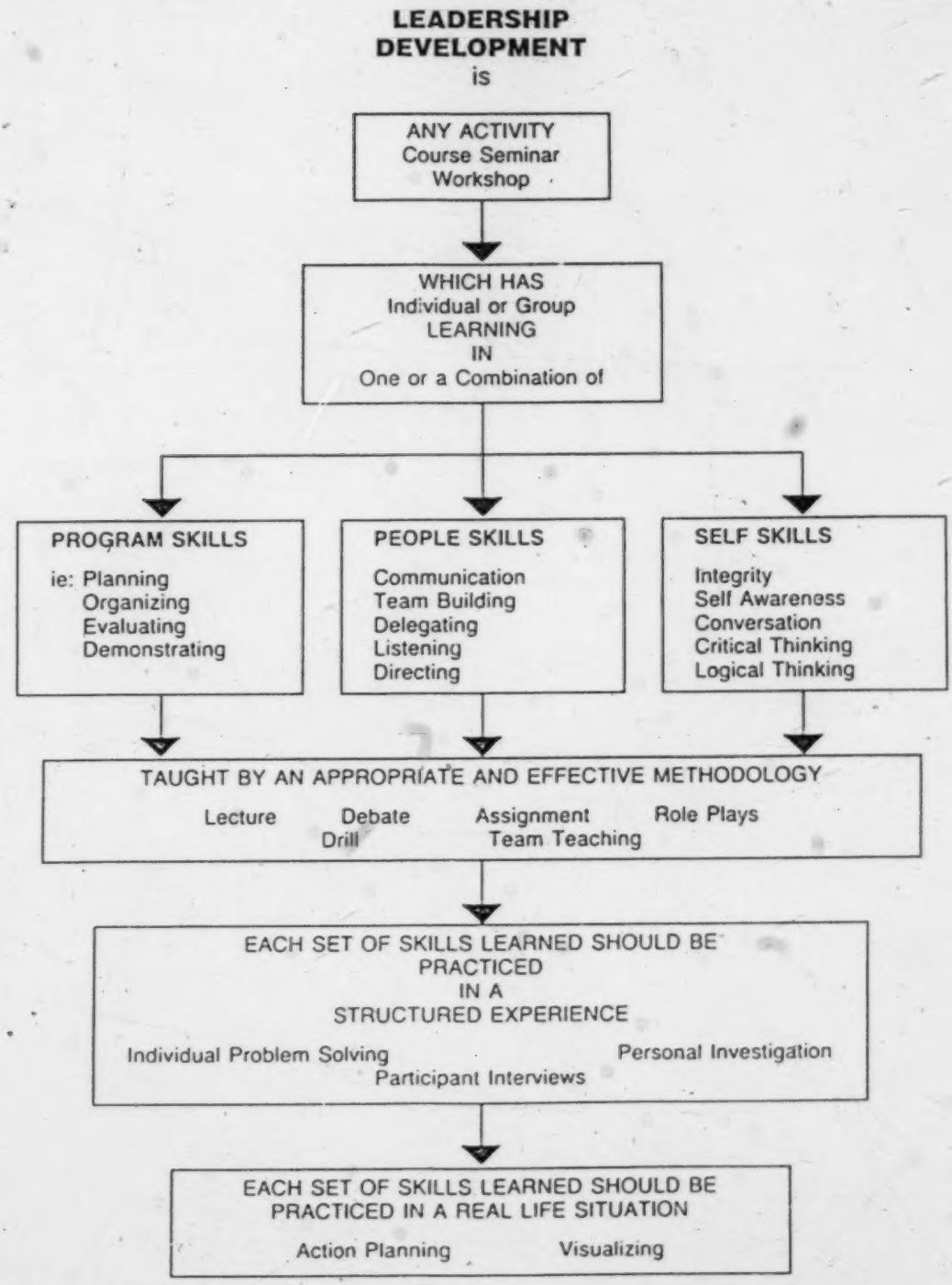
The BLC is located in the foothills of the Canadian Rocky Mountains, within a half-day's drive from the major urban centres of Calgary and Edmonton. The location of BLC provides easy access to any physical resource base needed to accommodate the wide variety of courses offered, with many areas being immediately adjacent to the BLC facilities. The physical plant consists of all facilities required for a 'live-in' weekend course, or longer, including sleeping facilities, dining hall, washrooms, meeting rooms, and a well equipped outdoor equipment room. Operating year round, the facilities are well used serving as a base for the BLC program.

Program History

History: From the Centre's opening in 1971 to 1982, the BLC program had emphasized the development of leaders through learning the technical components of outdoor leadership. Early in the Centre's history, environmental awareness, interpretive, and outdoor living skills courses were offered to complement the existing program. In response to the perceived needs of instructors and leaders, the program expanded in 1982 to include three courses focused on the interpersonal components of leadership: communication skills, group relations, and leadership skill assessment (Blue Lake Centre calendars 1981/82/83). The year 1986 marked the beginning of a transition period, broadening the Centre's mandate, putting emphasis on the areas of volunteer development, leadership development in the broad field of recreation, and not just outdoor recreation, and athlete development. In addition to the above changes, BLC introduced a new leadership development model, based upon Benson's (1981) Wholistic Leadership Model, which " ... forms the foundation of the Centre's programs" (Blue Lake Centre calendar 1987:4).

Blue Lake Centre Leadership Development Model: The BLC leadership development model is based upon the Wholistic Leadership Model (Benson 1981), and is illustrated in Figure 2.3. The model is based upon the following definition of leadership; "Leadership is the ability of one person, or a group (two or more people), to facilitate the activities of an individual or a group in an effort to achieve a goal in a given situation" (Blue Lake Centre calendar 1987:4). BLC is careful to point out that the model is not a theory, but rather is a " ... plan or pattern that can be used to design course content as well as serve as a

Figure 2.3
Blue Lake Centre Leadership Development Model



(Benson 1981)

guide to show how the content is presented to the learner" (Blue Lake Centre calendar 1987:4). The model's emphasis involves placing the leadership candidate in a learning situation, in utilizing a variety of teaching methodologies, they can develop or enhance their program, people, and self skills.

Program skills are those required to be able to " ... research, plan, organize, supervise, conduct, and evaluate recreation programs" (Blue Lake Centre 1987:4). Program skills consist of technical skills (e.g., the ability to ski or climb), teaching skills (e.g., the ability to teach skiing or climbing), and administrative skills (e.g., the ability to administer a skiing or climbing program).

In the BLC calendar (1987:4), people skills are described as " ... the knowledge and activities which individuals and groups must know to work effectively with others or groups." Skill areas involve being an effective group member, working within a group, and being able to get the most out of the group, contingent upon the experience being sought.

Self skills consist of personal characteristics and attributes, which the individual should be aware of in terms of how their attributes effect their leadership of, or relations within, a group.

Within the model, the components, or skill areas, can be learned through a variety of methods. The method used can be dependent upon the nature of the skill being taught; the size, maturity, and willingness of the group being taught; and environmental factors (e.g., weather, equipment availability, instructors abilities).

The BLC model also encompasses a phase where the newly learned skills can be practiced in a structured environment and then

subsequently, in real life situations. The three skill areas; program, people, and self, form the component areas of leadership development. They are the skills that can be acquired in the process.

The BLC leadership development model puts greater emphasis on the processes involved in leadership development than on the actual skill components. The model is designed to guide any leadership development program and is not specifically focused on one skill or set of skills (e.g., outdoor skills only). However, the model is applied to the development of outdoor leaders, which has been the group of interest for this particular study.

Blue Lake Centre Outdoor Courses

The BLC offers a wide variety of outdoor oriented courses from which students can select specific courses to suit their needs. The primary course areas are; outdoor travel, environmental awareness, wilderness living skills, safety and first aid, and interpersonal skills courses (for a complete listing of all the courses offered at BLC, see Appendix E).

The outdoor travel courses consist primarily of cross-country skiing, backpacking, canoe and kayaking, orienteering, and up to 1985, climbing. Students can follow a progression of courses ranging from novice to expert level, and if so desired, instructor certification can be attained in cross-country skiing and whitewater paddling.

The environmental awareness courses involve nature interpretation, photography, teaching in outdoor studies, and astronomy. The emphasis is put on learning about the outdoor environment in addition to learning various methods of passing the information on to others.

Wilderness living skills courses focus upon survival, basic outdoor skills, nature crafts, and edible plants. The theme of these courses is to learn the skills needed to live comfortably in the outdoor environment, making use of basic tools and natural materials.

BLC offers a variety of safety and first aid courses which are specific to the outdoors. The student can obtain first aid and C.P.R. certification, learn avalanche safety and rescue, and take a course on legal liability in the outdoor environment.

Out of the need to provide effective instructors and group leaders, BLC established a triad of courses that focus primarily upon developing people skills. Communication skills, group relations, and assessment of one's own leadership skills form the contingent of courses. These skills are deemed necessary for leadership development, and are required of any of the BLC staff instructors.

BLC conducts its courses in two program categories; regular courses and special programs. Regular course offerings are those courses offered on a previously scheduled basis, and are open to the interested public. The special program involves courses which are closed to the public, and designed to meet the requests of groups or agencies wanting a 'tailor-made' course or program, specific to their needs and goals.

Previous Research

Only one major study (Miller 1978) has been undertaken in an attempt to assess, using a number of indicators, the impact of BLC on the community at large. The study represented the only major examination of past BLC participants' characteristics, recreation behaviour, and leadership behaviour.

Data for the 'Blue Lake Centre Impact Study' (Miller 1978) were gathered in 1977 by means of a self-administered mailout questionnaire. The sample was drawn from a population of over 6,000 past BLC participants that had attended courses between 1973 and 1977. The sampling technique used was a stratified (by year of attendance) random sample which resulted in 988 individuals being selected for the study. A total of 411 questionnaires were returned which represented a response rate of 57.2 percent.

The study indicated that many BLC participants were going back to their community and 'passing on' at least some of what they had learned at BLC. By extrapolating from figures obtained in the study, it was estimated that 97,936 Albertans " ... received instruction in either a formal or informal setting from the 1973 to 1977 course participants" (Miller 1978:57). The 1977 study also gathered a substantial amount of data on the characteristics of the BLC participants themselves. The study revealed that BLC participants were, on the average, older, had a higher level of education, and were in a higher income bracket when compared to the average Albertan.

Few major conclusions emerged from the study regarding the impact of BLC. Perhaps the most important results was that substantial numbers of Albertans were having skills and knowledge passed on to them by past BLC participants. One other meaningful conclusion was that the majority of the past BLC participants were 'pleased' with what the Centre had to offer, indicating satisfaction with the direction BLC was taking in the form of the program being offered (BLC Impact Study 1978).

A smaller, informally conducted study was carried out by Benson (1983) in an attempt to determine to what use the triad of interpersonal skills courses were to course participants upon return to their community. Course participants indicated that almost 50 percent of them passed on some of the skills they had learned at BLC as an instructor of a class. It was also reported that 95 percent of the past participants passed on the skills learned in an informal environment to friends or family.

The previous studies on past BLC participants have provided needed information about the intentions and characteristics of past participants. Also provided was data regarding the number of people being reached by BLC participants in the community setting. Not explored were the possible relationships between the nature of the participants leadership and skill development background and the role they assumed in the community after exposure to the BLC program. The other studies have provided insight into past BLC participants passing on information in a formal (teaching and instructing) and informal (to friends and relatives) settings. Neglected were the contacts made with the community by BLC participants acting as outdoor leaders. The previous studies have provided a valuable base from which to pursue similar questions, but from a different perspective. Where possible and meaningful, comparisons will be made between the results of Miller's study (1978) and the results emerging from this study, as presented in the discussion portion of this study. Such comparisons will be useful in examining trends in the use of BLC as a place for outdoor leadership development.

III. THE DATA AND ITS TREATMENT

A. INTRODUCTION

The methodology employed in this study was designed to gather data needed to fulfill the goals and the objectives of this study. A survey of selected past participants of the Blue Lake Centre program consisted of using a self-administered mailout questionnaire. This chapter describes the methodology and technique used in gathering the data, the response to the survey and the treatment of the data upon tabulation and coding.

B. RESEARCH METHODOLOGY

This research can be classified as being exploratory, as based on the research descriptions put forward by Babbie (1973) and Borg and Gall (1983). The intention of this project was to explore the relationship existing between involvement in outdoor leadership development courses and the degree and nature of the outdoor leadership roles undertaken after taking courses. While elements of both description and explanation existed in this study, it was deemed exploratory as its focus was upon a relationship about which little research has been done, particularly in the area of outdoor leadership development.

The type of data required was dictated by the exploratory nature of this research, and is described in the statement of the problem and the study objectives. The primary data source for this project was BLC participants' recollection of their individual outdoor leadership development backgrounds and the leadership roles they have assumed. BLC participants were also asked to describe their perceptions of the effectiveness of outdoor leadership courses in preparing them for

leadership roles. In addition to the above data source, BLC course registration records (made available through the Alberta Recreation and Parks, Recreation Development Division) provided attendance figures for BLC courses and the names and addresses of all past participants.

The research methodology used in this project has been described by Babbie (1973) and Leedy (1980) as being the descriptive survey method. This method yielded data describing the nature and extent of the relationship stated in the problem statement.

C. SURVEY TECHNIQUES

There exists a variety of survey techniques, consisting of personal and telephone interviews or written surveys distributed through the mail. Any of these methods could have been employed to gather the data needed to meet the objectives of this study. Research methodology literature has devoted considerable discussion to the advantages and disadvantages existing between the two survey methods (Babbie 1973; Backstrom & Hursh 1963; Dillman 1978; Kidder 1981). It was evident that the technique employed has been largely dependent upon the nature of the data required to meet the objectives of the study.

The data required for the completion of this study relied primarily upon the responses solicited through self-administered mailout questionnaires which were completed by a stratified random sample of BLC participants. The data provided by the respondents through the questionnaire fell into four broad categories that reflected the objectives of the study: (1) socio-economic and demographic data; (2) the outdoor leadership development background of individuals in the sample; (3) the leadership roles undertaken by individuals after having taken courses at BLC; and (4) the respondents'

perceptions of the contribution that BLC has made to their leadership/outdoor skills.

Socio-demographic data was solicited in order that the study population could be characterized and comparisons could be made between the study respondents and the general population. In addition, comparisons between sub-groups within the survey respondents were made as well. Gathered data described the population in the areas of sex, age, level of education, employment status, occupation, area of residence and individual income.

The data for the second category, the outdoor leadership development background of individuals, was generated by two means, the first through the mailout questionnaire and the second through the registration records for BLC courses. The data reflected the outdoor leadership development background of individuals in terms of: (i) the courses taken at BLC; (ii) courses taken through other agencies which are similar to BLC courses; and (iii) participants' perceptions of other courses that have been useful, but are not directly related to outdoor leadership development (e.g., an interpersonal communications course taken at the workplace). Unless the data indicated otherwise, it was assumed that the courses taken at BLC formed the major contribution to the leadership development background of the past participants. This was controlled in two ways. The first involved direct comparisons between the number of courses taken at BLC versus other agencies (in almost all cases, BLC courses outnumbered other agency courses for each participant). The second method of control was in the wording of the questions which directly emphasized the contributions of BLC as opposed to other agencies. The secondary data

source, the registration records of BLC courses, provided information regarding the courses taken through BLC by individuals. This source provided information, such as; the year in which the course was taken, the course title, and the number of courses taken by each individual in the sample.

The data required for the third category, being leadership roles assumed after taking BLC courses, was generated through the responses to the questionnaires. The data needed to determine the nature and extent of the leadership roles assumed by past BLC participants fell into three distinct levels: (i) sanctioned courses taught by past BLC participants, where the past participants acted in the role of instructor; (ii) the leadership roles assumed, where past BLC participants were leading a group on an outdoor excursion; and (iii) informal instruction of skills or knowledge while engaged in outdoor activities.

Data for the fourth category, the past BLC participants' perceptions of the contribution BLC courses had made to their outdoor skills and knowledge, was also generated through survey participants' responses to the questionnaires. The data solicited focussed primarily on the participants' reasons for attending BLC, what they thought were the contributions of BLC courses to their outdoor skills and knowledge, and, future intentions regarding further involvement with BLC.

The data for this study was obtained through a self-administered mailout questionnaire. The use of this survey method was determined based on a number of factors. The nature of the study dictated that a relatively large sample (over 500) be drawn. Based upon the limited funding and resources, it was decided that the mailout questionnaire

would be the most efficient in terms of time, ease of contact, and economics (Kidder 1981). Self-administered questionnaires also allowed respondents the time needed to formulate adequate responses, rather than respond immediately as in an interview (Moser 1968). In addition, using this method created a feeling of anonymity on the part of the respondents, which fostered a greater willingness to answer personal questions (Kidder 1981).

The major disadvantage of this type of survey has been the difficulty in achieving a large enough response rate to permit meaningful statistical analysis (Babbie 1973; Dillman 1978; Moser 1968). Babbie (1973) described a response rate of 50 percent as adequate, 60 percent as good, and 70 percent or more as very good. However, when sampling homogeneous populations (groups with common interests), it has not been necessary to achieve high response rates to avoid non-response bias (Hammitt and McDonald 1982; Becker and Iliff 1983; Wellman et al. 1980). The more homogeneous a population is, the less likely that non-response bias will occur, even when the number of non-respondents equals 50 percent or more (Hammitt and McDonald 1982).

It was thought that with a homogeneous population, combined with the use of a well-designed, concise, and pre-tested questionnaire, non-response bias would be minimized. In addition, to further minimize non-response bias, measures were taken to achieve the highest response rates possible by following the 'total design method' of mailout surveys devised by Dillman (1978), which is described later in this chapter.

D. QUESTIONNAIRE DESIGN

Throughout the questionnaire design process, weaknesses common to this type of survey were addressed with the intent of creating a questionnaire that would solicit a high response rate from the survey participants. Major considerations were, clarity of the instructions and wording of questions, length of time required to complete the questionnaire, and a format and layout that appeared professional and maintained the interest of the respondents. Each study objective was examined and appropriate questions developed for the self-administered questionnaire (see Appendix A).

The first objective, determining the outdoor leadership development backgrounds of the participants, and the second objective, determining the leadership roles taken by past BLC course participants, were addressed in a sequence of questions making up the first portion of the questionnaire. The question mode used consisted of a series of open-ended, multiple response items. Respondents were asked to list any courses or outings they had taken, taught, or led, in the five years previous to the study. Additional information included indicating if the respondents were financially sponsored to attend or teach courses and if so, what agency provided the sponsorship. The use of this type of question permitted the respondents flexibility in selecting terms or descriptors which best represented their experiences. Though the responses to this type of question were more difficult to categorize and more time consuming to code, the trade-off was in obtaining responses and data that reflected a wide variety of experiences.

The third objective, identification of participants' perceptions of the effectiveness of outdoor leadership courses, was met by asking for information on: (i) primary use made of material learned in a BLC course, (ii) intentions regarding taking another BLC course, (iii) usefulness of BLC courses in helping a friend improve outdoor skills, and (iv) listing of useful courses taken at an agency other than BLC.

The question mode used in soliciting the data needed to meet the requirements of the third objective was comprised primarily of closed ended questions and five-point likert-type scale questions where the respondents were asked to circle the appropriate response. The use of this type of question aided in keeping the respondents focussed on specific areas. It also allowed for more expedient coding procedures.

The fourth objective required examination of the relationship between the information gathered on the first two objectives, therefore questions were designed to examine the relationship between previous outdoor leadership background and subsequent leadership activity.

The last objective necessitated asking for information about the respondents' sex, age, education, employment, place of residence, and income. The socio-demographic questions consisted of closed ended questions where the respondents selected a response category that best described themselves. The response categories were derived from similar questions in the 1984 Public Opinion Survey on Recreation, carried out by Alberta Recreation and Parks (1986a), and Miller's (1978) Blue Lake Centre Impact Study. The questions regarding socio-demographic information were placed at the end of the questionnaire to safeguard against the chance of offending respondents by asking personal information (e.g., income) and have them decide not to

complete the questionnaire as a result (Dillman 1978).

Throughout the questionnaire, ample space was provided for comments the respondents wished to make regarding any aspect of the study. This permitted the respondents the opportunity to deal with any issue or idea they felt was not addressed in the questionnaire, which helped to reduce the restrictive nature of self-administered questionnaires (Dillman 1978).

Dillman (1978) and Babbie (1973) have stated that the appearance and layout of the questionnaire have been crucial to soliciting a high response rate and quality data. Dillman (1978) suggested that questionnaires should; be printed as a booklet; have no questions on the front and back cover; be printed and photographically reduced; and, be printed on white or off-white paper. The questionnaire used in this study adhered to Dillman's (1978) suggestions. The questionnaire appeared in booklet form (17cm x 21cm); was printed and photographically reduced on white paper; and, had no questions on the cover. The cover was printed on brightly colored (yellow) paper to attract attention and distinguish it from other mail, which could have contributed to an increased response rate (Wendling 1980).

E. PRETEST OF QUESTIONNAIRE

Before finalizing the questionnaire, a pretest was conducted to test for respondents' comprehension of the questions, their acceptance of the questionnaire format, and the length of time they required to complete the questionnaire.

Twenty-five persons who had attended BLC in recent years and were known to the researcher and easy to contact, were selected to pretest the questionnaire. In addition to completing the questionnaire, each

person was asked to comment on the comprehensibility of the questions, the format, and the length of the questionnaire. Nineteen questionnaires were completed and returned.

Generally, the questionnaire seemed to be easy to understand. However, as a result of the feedback, some minor revisions in wording and design of the questions were made. Considerable concern was expressed about the length of the questionnaire both in appearance and in the amount of time it took to complete. The degree of concern varied considerably among the respondents, depending upon the amount of their involvement in BLC courses and/or in outdoor leadership roles. Since the average length of time taken to complete the questionnaire was approximately 20 minutes, it was decided not to shorten it. It was recognized that it might require some respondents up to forty-five minutes to complete the questionnaire due to their in-depth involvement, but it was thought that because of this involvement these individuals would take the time to complete the questionnaire.

F. SURVEY POPULATION

The population, for the purpose of this study, consisted of all those individuals who had attended open courses at the BLC between the month of November, 1982, and the month of September, 1984. These parameters were established for a variety of reasons. The ability of respondents to recall beyond three years would be limited, justifying the establishment of the lower parameter. Logistically, it would have been increasingly difficult to locate individuals, as the greater the time period elapsed the less likely it would have been to find them at their stated place of residence at the time of registration. The upper limit, being the summer season of 1984, would have allowed enough time

to elapse so that individuals have had adequate time to utilize the skills or knowledge acquired at BLC in providing leadership to others. A time frame of two years also gave adequate representation of the BLC program, as it has been relatively unchanging over time.

G. SAMPLE

The sample for this study was selected from the population described above. Because of the wide variety and nature of the courses offered at BLC, in order to be able to select a representative sample it was necessary to stratify the population into five groupings, based on the 'type' of course or courses taken by each individual. Stratifying the sample assured that certain subgroups in the population would be adequately represented in the sample, to permit meaningful statistical analysis (Borg and Gall 1983; Backstrom and Hursh 1963). In addition, stratifying the sample ensured that there would be a greater degree of representativeness of each of the subgroupings, which enhanced representation of variables related to each subgroup within the sample (Babbie 1973). Courses that were similar in nature were grouped together as follows: (i) outdoor travel, (ii) environment awareness, (iii) wilderness living, (iv) leadership development, and (v) instructor certificate (see Appendix E for courses offered in each strata). Each group of courses were generally quite distinct in their emphasis but there were a few courses that could have fitted into more than one grouping. Nevertheless, these courses were placed into the group into which they 'best fit' based upon the judgement of the researcher. The rationale for stratifying the sample according to these groupings was: (i) to ensure that all the types of courses and backgrounds of participants were represented in the sample to permit

meaningful analysis, and (ii) to determine to what extent each group of courses contributed to the leadership development background of the participants.

Participants were placed into one of the groups using computerized BLC registration records provided by Alberta Recreation and Parks. The method used for placement into groups was as follows, courses that led to instructor certification were considered to be at the apex of the hierarchy for leadership development. Therefore, any participant that had taken an instructor certificate course, regardless of the other courses taken, was placed in the 'instructor certificate' group. Courses in 'leadership development' were considered to be next in the hierarchy and therefore anyone that had taken one of the 'leadership development' courses, but not an 'instructor certificate' course, was placed in this grouping. The remaining participants were placed in one of the other three groups (outdoor travel, environment awareness and wilderness living) based upon which grouping the participants had taken the most courses. Table 3.1 illustrates the stratification of the sample as described above. A stratified random sample of 542 past participants resulted from a population of 1612. In order to ensure each sub-group sample would have been large enough for statistical analysis, the four smaller groups were sampled heavily at ratios of 1:1 or 2:3 which resulted in an overall sampling of 1:3.

H. DATA COLLECTION PROCEDURES

The procedures used in the implementation of the survey closely followed the procedures outlined by Dillman (1978). The first mailout package consisted of a covering letter (Appendix B), a copy of the questionnaire, and a printed business reply return envelope. The

TABLE 3.1: THE SURVEY SAMPLE

Groups[1]	Total Population[2]	Sample Size	Sampling Fraction[3]
Outdoor Travel	1,184	197	1:6
Environment Awareness	155	106	2:3
Wilderness Living	121	101	1:1
Leadership Development	79	79	1:1
Instructor Certificate	73	59	2:3
TOTAL	1,612	542	1:3

[1]For a breakdown of actual BLC courses that respondents took that determined which group they were assigned to, see Appendix E.
[2]BLC participants who attended during 1982-83 and 1983-84 (2 program years).
[3]Sampling fractions are rounded to nearest whole number.

covering letter appeared on colored letterhead and each was personalized with the name of the respondent appearing in the greeting. Each letter was also signed individually by the researcher. The above elements of the letter was intended to foster a feeling of personal contact between the respondent and researcher which likely increased the willingness to respond (Dillman 1978). The second mailout, consisting of a printed reminder card (Appendix C), was sent to the entire sample, either reminding them to complete and return their questionnaire or thanking them for their response if they had already done so. The reminder card was not sent to overcome resistance, but to jog the memory of people that may have set aside the questionnaire, but had not yet completed it (Dillman 1978). The third and final mailout consisted of a different covering letter (Appendix D), a questionnaire, and a return envelope. The purpose of the third mailout (occurring up to three weeks after the first mailout) was to replace lost or discarded questionnaires and through persistence, indicate to the respondent that their reply is important and valued (Dillman 1978).

The first mailout for this study took place on January 6, 1986. The reminder cards were sent 10 days after the first mailout, taking place on January 16, 1986. The third and final mailout took place on January 27, 1986, 21 days after the first. The final 'cut-off' for accepting completed questionnaires, occurring on March 28, 1986, was determined by the completion of the coding procedure on the returned questionnaires.

Throughout the mailout procedure, records were kept regarding when completed questionnaires were received, and by whom, the number of undeliverable questionnaires, and the number returned following each mailout.

I. THE RESPONSE TO THE SURVEY

A total of 542 questionnaires were posted in the first mailout and of that, 127 (23.4%) of the questionnaires were returned. The second mailout (reminder card) had a yield of 121 (22.3%) returned questionnaires and the third mailout had a response of 106 (19.5%) completed questionnaires. The total number of questionnaires returned was 354 of which 12 were unusable, due to sections of the questionnaires being left blank. This resulted in a net response of 342 questionnaires which translated into a response of 63.1 percent. Of the 200 questionnaires not completed, 42 were returned as undeliverable, meaning the respondents had likely moved and left no forwarding address. Babbie (1973) has pointed out that in computing the response rate, it has been an accepted practice to omit all questionnaires that could not be delivered. Thus, the figure represents the researcher's success in persuading sample members to participate, and should not have those count against the response rate that could not be contacted (Babbie 1973). In the case of this survey, this would reduce the total sample to 500 and increase the response rate to 68.4 percent. Table 3.2 documents the response rate to the survey for each of the five stratifications and for the total sample.

J. TREATMENT OF THE DATA

The data obtained by the survey questionnaire were numerically coded through the use of a questionnaire coding manual which was developed from the responses solicited in the questionnaire pretest. Additions to the manual were also made as dictated by the nature of the data from the actual survey. The numerical data were then transferred

TABLE 3.2: THE SURVEY SAMPLE AND RESPONSE

Groups	Study Population	Sample Size	Sample Responses	Response Rate	Sample as Percent of Population
	number	number	number	percent	percent
Outdoor Travel	1,184	197	144	73.1	12.2
Environment Awareness	155	106	61	57.5	39.3
Wilderness Living	121	101	57	56.4	47.1
Leadership Development	79	79	50	63.3	63.3
Instructor Certificate	73	59	42	71.2	57.5
TOTAL	1,612	542	354	65.3	22.0

to optical scanning sheets which were fed into, and processed by, the computer, thus creating a data file.

Statistical Analysis

Statistical analysis of the data was conducted by means of sub-programs existing in the Statistical Package for the Social Sciences (SPSSX, 1983). The sub-programs used were frequency distributions, bivariate analysis in the form of cross-tabulations and the F-test in a one-way analysis of variance coupled with Scheffe's test. The frequency distributions and cross-tabulations (X^2) were applied to the non-parametric (nominal) data to determine the statistical significance of any differences between the sub-groups on any of the socio-economic characteristics. A probability level of .05 was used to determine significance, which differentiated true relationships from those that happen by chance. The F-test (ANOVA) was used to assess the significance of differences among the mean scores, from the Likert scale items (ordinal data), calculated for the sub-groups. Any of the items that were shown to have a significant difference on the F-test were then subjected to the Scheffe test to determine which of the five groups were significantly different.

Restratification of the Sample

During the inspection and review of the questionnaires for admissibility, it was discovered that some respondents had taken additional BLC courses after the end of the time period for drawing the sample (August 31, 1984). To ensure that respondents were placed in the most appropriate group according to the criteria described in section G (The Sample), it was decided to conduct a restratification of

the respondents.

As described earlier, the data were encoded and entered into a computer file, which permitted the use of the computer in carrying out the restratification process. The appropriate program was developed and the restratification process took place which resulted in some shifts in the size of the subgroups as documented in Table 3.3. The shifts occurred as a result of some of the respondents taking courses after the time frame from which the sample was drawn. For example, if a respondent whose background was in the area of 'outdoor travel' prior to the study, took an instructors course between the time frame of the study (August 31, 1984) and receiving the questionnaire (mid January 1986), then the restratification process would 'shift' the respondent to the 'instructor' group from the 'outdoor travel' group based on the hierarchy developed. The restratification process resulted in increases in the number of respondents in the 'outdoor travel' and 'instructor certificate' groups while the remaining three groups decreased in size.

Weighting of the Sample Data

As noted earlier, a stratified random sampling procedure was used to ensure that adequate absolute numbers of respondents would be attained for meaningful statistical analysis. As indicated in Table 3:3, the five sub-groups displayed wide variations in their final sample proportions. This was both a function of the variable sampling proportions sought to begin with and of the varying response rates between the groups. It was clear that the five sub-groups were represented in varying degrees. In the sample, the largest group, 'outdoor travel,' was under-represented while the other four groups

were over-represented, relative to the number of individuals each group contributed to the study population. In order to be able to make generalizations to the population, the contribution of each group to the population must be reflected in the contribution of each group to the sample (Babbie 1973; Moser 1968). It was therefore necessary to weight the data for all calculations and statistical analysis done on the sample as a whole.

The sample weighting was achieved by the use of the formula

$$\frac{p_1}{P_s} \quad \frac{n_1}{N_s}$$

where

p_1 is the population of a given group

P_s is the population of the entire sample

n_1 is the response obtained from an individual group

N_s is the response obtained for the entire sample

All calculations were done by the computer, and the adjusted (weighted) samples appear in Table 3.3. It is important to note that all calculations involving the entire sample were done using the weighted data. The weighting procedures were not applied when making comparisons between sub-groups.

Babbie (1973) has pointed out that weighting procedures can have a marked effect on the results when applying 'rigorous' statistical analysis to the data and suggested that researchers using weighting procedures consult a sampling statistician. Such was the case for this study. A sampling statistician was consulted before the weighting procedure and statistical tests were applied. It was determined, that in light of the type of statistical procedures being applied and the

nature of the inferences that would be made from the data, that the weighting procedure would have had very minimal or no effect in altering the results (Lau, 1986).

K. SUMMARY

It was the intent of this chapter to outline and describe the research methodology used in this study. Both the data gathering techniques and the treatment of the data were emphasized as these were viewed as being crucial to the success of the study and in the understanding of the results.

It was thought that based on limited time and resources, the methodology employed in this study would yield data that would meet the requirements dictated by the objectives of the study. The rationale, for any methodological decisions that were unique to this study, was provided resulting in a better understanding of the methodology employed.

TABLE 3.3: RESTRATIFICATION OF THE RESPONDENTS

Groups	Study Population	Initial Sample[1]	Re-sorted Sample	Adjust Sample (weighted data)
	number	number	number	number
Outdoor Travel	1,184	144	167	250
Environment Awareness	155	61	49	25
Wilderness Living	121	57	41	22
Leadership Development	79	50	35	17
Instructor Certificate	73	42	50	26
TOTAL	1,612	354	342	340

[1]The resorted sample of 342 is 12 less than the initial sample of 354 as there were 12 questionnaires returned that were not complete and not usable in the study. While considered as a portion of the response rate, they were not coded and fed into the computer.

IV. SOCIO-ECONOMIC AND DEMOGRAPHIC PROFILE OF RESPONDENTS

A. INTRODUCTION

This chapter describes the demographic profile of the survey sample, including data on: sex, age, education, occupation, income, and place of residence. These characteristics were compared to those of the sample in Miller's (1978) study and to the population of Alberta.

The figures presented for each of the sub-samples were based on raw data, whereas, the results for the total sample were calculated using weighted data. As pointed out earlier, the weighting procedure did not change the results a great deal.

In presenting the sample characteristics for each variable, only the actual number of respondents for that variable was used in the calculations. In all cases this number varied little from the total sample of 342 respondents. To determine the significance of the relationships examined, the chi-square test was applied. In some cases, it was necessary to collapse response categories to meet the requirements of the test. The level of significance was set at the .05 level for all tests. The chi-square test was only applied to the five subgroups. Data for the 'total sample' and Miller's study were not subjected to this test.

B. PROFILE

Sex

The distribution of males and females in the total sample was almost identical to that found in Miller's study, but had a slightly

TABLE 4.1: SEX DISTRIBUTION OF RESPONDENTS

Sex	Respondent Groups: Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[1] (n=340)	Miller's Sample[2] (n=409)	Alberta Population[3] (n=2.24M)
	percent	percent	percent	percent	percent	percent	percent	percent
Male	52.1	40.8	61.0	37.1	80.0	53.2	53.8	51.1
Female	47.9	59.2	39.0	62.4	20.0	46.8	46.2	48.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chi-square[4] = 22.09; df=4; p≤.0002

[1] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2] Source: Miller, H. A. Alberta Blue Lake Centre Impact Study. Alberta Recreation and Parks, 1978.
[3] Source: Statistics Canada, 1981 Census of Canada: Alberta Census Profile.
[4] Chi-square administered to the five sub-groups only.

(2%) larger proportion of males than found in the Alberta population (see Table 4.1).

In the 'outdoor travel' group (which made up about half of the total sample) the distribution was very similar to that found in the total sample. However, significant differences were found in the distribution of males and females between each group.

The proportion of males was much greater in the 'wilderness living' group, and particularly in the 'instructor certificate' group. Females had a much larger representation in the 'environment awareness' and 'leadership development' groups.

Age

The average age of respondents in the total sample was about five years younger than that of the Alberta population (see Table 4.2). The sample contained more than double the proportion in the 30 to 39 year old age group, and one-fourth the percentage in the over 50 years of age category, in comparison with the age distribution of Albertans. This could be explained in the fact that courses offered through BLC have been based on fairly rigorous activity levels and therefore have not been conducive to the lower physical activity levels of more elderly people.

Significant differences were found between the five sub-groups in terms of participants' age. In all five sub-groups the 30 to 39 year age group was the largest. The distribution between age groups in the 'outdoor travel' sample was close to that of the total sample. Respondents in the 'instructor certificate' grouping were almost three years younger than the total sample, with 58 percent in the 30 to 39 year age group. 'Environment awareness' respondents were approximately

TABLE 4.2: AGE DISTRIBUTION OF RESPONDENTS

Age (years)	Respondent Groups: Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[1] (n=340)	Alberta Population[3] (n=1.48M)
	percent	percent	percent	percent	percent	percent	percent
18 - 24	9.0	8.1	4.9	14.3	10.0	9.0	17.8
25 - 29	22.8	12.2	19.5	20.0	20.0	21.4	16.2
30 - 39	47.9	30.5	46.3	40.0	58.0	46.9	22.9
40 - 49	10.2	14.3	22.0	22.9	12.0	12.0	14.9
50 and over	10.1	34.7	7.3	2.8	0.0	12.7	28.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Age[4]	35.4	42.3	35.6	34.1	32.5	35.6	40.2

Chi-square[5] = 47.21; df=16; $p < .0001$

[1] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.

[2] Source: Statistics Canada, 1982 Census of Canada: Alberta Census Profile. Percentages were calculated using the population of Alberta that were 20 years of age or over. The calculation of the average age of the Alberta population excluded anyone under the age of twenty.

[3] The age of 65 was used in calculations involving the '60 and over' category.

[4] Averages were calculated as follows: $\frac{\text{Sum of (mid point of each range x frequency (n) within range)}}{\text{total n of each group}}$

[5] Chi-square applied to five sub-groups only.

seven years older than respondents in general. The more positive nature of the courses in the 'environmental awareness' group seems to have attracted more middle aged and senior participants. Respondents in this group had a wider age distribution with an even greater proportion over 50 years of age than in the Alberta population. The 'wilderness living' group was also close in age to the total sample. 'Leadership development' respondents had a similar distribution, except for a much higher percent in the 40 to 49 year age group.

Education

The respondents in this study reported a high level of education, with 90.4 percent having had some post secondary education (see Table 4.3). This was close to the 91.4 percent reported in Miller's study and almost double the 44.6 percent found in the general population of Alberta.

Some differences were noted in the sub-groups. A higher proportion (94.0% and 94.2%, respectively) of those in the 'instructor certificate' and 'leadership development' groups had post secondary schooling, while only 81.7 percent of those in 'environment awareness' group had done so.

No significant differences were found between the five sub-groups in terms of the level of education attained.

Occupation

Respondents had an occupational distribution very similar to that in Miller's study (see Table 4.4a). The most common occupation in these two samples was teaching (23.8% and 29.7% respectively, compared to only 3.7% for Albertans generally). Other well represented

TABLE 4.3: EDUCATION OF RESPONDENTS

Levels	Respondent Groups						
	Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[1] (n=340)	Alberta Population[3] (n=1.7M)
	percent	percent	percent	percent	percent	percent	percent
Up to Secondary School	9.6	18.3	7.2	5.7	6.0	9.6	55.4
College and Technical School	14.4	14.3	24.4	17.1	10.0	18.2	11.5
University (one or more years)	76.0	67.4	68.4	77.1	84.0	72.2	33.1
Other			0.0	0.0	0.0	N/A	N/A
TOTAL	100.0	100.0	100.0	99.9	100.0	100.0	100.0

[1]Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2]Source: Miller, H. A. Blue Lake Centre Impact Study. Alberta Recreational Parks, 1978 (Miller combined the categories of Trade/Tech. school, College/University and Other).
[3]Source: Statistics Canada, 1981 Census of Canada: Alberta Census Profile. (The categories of College/University and Other were combined in the Census Profile.) The percentages were based on the adult population of Alberta only (18 years and over).

TABLE 4.4a: OCCUPATION OF RESPONDENTS[1]

Occupations	Respondent Groups						
	Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[2] (n=340)	Miller's Sample[3] (n=397)
	percent	percent	percent	percent	percent	percent	percent
Management/ Administrative	12.6	4.1	9.8	5.7	10.0	11.2	9.3
Teaching	24.0	34.7	19.5	17.1	20.0	23.8	29.7
Professional	14.4	4.1	12.2	11.4	8.0	12.8	15.4
Technical	12.0	10.2	19.5	8.6	14.0	12.3	11.6
Sales/Clerical	4.8	8.2	7.3	14.3	2.0	5.5	5.6
Service/Recreation	11.8	6.1	7.3	22.9	30.0	11.8	7.0
Processing/Fabricating	1.0	2.0	0.0	0.0	0.0	1.0	0.5
Labourer	2.2	0.0	4.9	2.9	0.0	2.2	1.0
Transportation	0.7	2.0	0.0	0.0	2.0	0.7	0.5
Primary Industries	1.3	0.0	0.0	0.0	0.0	1.3	0.5
Non-respondents[4]	16.2	28.6	19.5	17.1	14.0	17.4	18.4
TOTAL	101.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] Those individuals that were employed at the time of the survey.
[2] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[3] Source: Miller, H. A. Blue Lake Centre Impact study, Alberta Recreation and Parks, 1978.
[4] Consists of those who did not respond to the question and/or were non-employed (see Table 3.4b).

occupations were professional (12.8%), technical (12.3%), service/recreation (11.8%), and management/administration (11.2%).

The sub-groups differed substantially from the distribution found in the total sample. In the 'instructor certificate' group almost three times as many were in service/recreation occupations. Of the 'environment awareness' participants, only about one-third the proportion were found in the management/administration and professional occupations. However, among the leadership development respondents almost twice the percentage were in service/recreation occupations, and approximately triple the proportion in sales/clerical occupations.

Of the total sample 17.4 percent did not respond to this question since they were not employed full-time or chose not to answer the question (see Table 4.4b). Of this group, 15 percent were either students, students and employed part-time, homemakers, or people looking for employment. There was a fairly even distribution in the sub-groups between these categories, except in the 'leadership development' and 'instructor certificate' groups where 14.3 percent and 8.0 percent, respectively, were students and employed part-time, and in the 'environment awareness' and 'wilderness living' groups where 8.2 percent and 12.2 percent, respectively, were homemakers.

Because of the number of the response categories, and the distribution of respondents within them, the Chi-square test could not be applied as over 50 percent of the cells had a frequency less than 5, rendering the test ineffective. In addition, no meaningful collapsing of categories could be done while keeping the integrity of the response categories.

TABLE 4.4b: EMPLOYMENT STATUS OF RESPONDENTS[1]

Categories	Respondent Groups					
	Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[2] (n=340)
	percent	percent	percent	percent	percent	percent
Student	5.4	2.0	4.9	2.9	2.0	4.7
Student and employed	2.4	2.0	2.4	14.3	8.0	3.4
Homemaker	4.2	8.2	12.2	2.9	2.0	4.8
Looking for employment	3.0	2.0	4.9	2.9	2.0	3.0
TOTAL[3]	15.0	14.2	24.4	23.0	14.0	15.9

[1]Those individuals who were not employed at the time of the study.
[2]Calculation based on weight data, which increased the effect of the data from the 'outdoor travel' group.
[3]These proportions are the 'non-respondents' noted in Table 3.4a which have been grouped into the above categories.

Income

Approximately 50 percent of the study respondents reported annual incomes between $20,001 and $40,000, the average being $28,491 (see Table 4.5). No significant differences were found between the five sub-groups on the basis of income distribution.

Some of the sub-groups differed considerably from the total sample. The 'leadership development' and 'instructor certificate' groups both tended to have lower incomes ($7,900 less and $3,600 less on average). The 'leadership development' group had fewer high income respondents (over $40,000), and more low income respondents (under $20,000). The lower income of the 'instructor certificate' group could be attributed to the previously outlined trend of being a younger group overall and therefore had not yet attained their full wage earning potential.. In the case of the 'leadership development' group, it was earlier revealed that this group had the highest percentage of females, who traditionally have not had the wage earning potential of males as dictated by society in general. Conversely, the 'wilderness living' group, which was predominantly male, reported fewer lower incomes and more moderate incomes between $20,001 and $40,000.

The income information sought in this study was based on individual incomes, whereas information in the Alberta Census Profile and in Miller's study were based on family income. Therefore, direct comparisons were inappropriate.

Place of Residence

This survey sample contained almost twice the percentage of respondents from small centres (5,000 to 29,999) than Miller's sample of 1978 (see Table 4.6). However, a smaller proportion of respondents

TABLE 4.5: INCOME DISTRIBUTION OF RESPONDENTS[1]

Income ($)	Respondent Groups: Outdoor Travel (n=161)	Environment Awareness (n=48)	Wilderness Living (n=38)	Leadership Development (n=34)	Instructor Certificate (n=48)	Total Sample[2] (n=328)
	percent	percent	percent	percent	percent	percent
Less than 10,000	15.5	14.6	21.1	26.5	25.0	17.1
10,001 to 20,000	16.1	16.7	2.6	26.5	14.6	15.8
20,001 to 30,000	24.8	18.6	31.2	17.6	22.9	24.3
30,001 to 40,000	22.4	29.2	26.3	23.5	20.8	23.1
40,001 to 50,000	9.9	14.6	13.5	5.9	10.4	10.3
50,001 or more	11.3	6.3	5.3	0.0	6.3	8.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Average Income[3]	28,789	24,896	28,333	27,368	20,588	28,491

[1] Income figures were based on the income of the respondent only, not the household income.
[2] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[3] Average income was calculated as follows: $\frac{\text{sum of (midpoint of each range x frequency (n) within range)}}{\text{total n of each group}}$

TABLE 4.6: PLACE OF RESIDENCE OF RESPONDENTS

Population	Respondent Groups: Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=49)	Total Sample[1] (n=340)	Miller's Sample[2] (n=408)
	percent	percent	percent	percent	percent	percent	percent
100,000 and greater	55.1	44.9	63.4	54.3	40.8	53.7	56.9
30,000 to 99,999	7.8	14.3	12.2	8.6	6.1	8.5	5.1
5,000 to 29,999	23.4	20.5	14.6	25.7	20.4	22.4	13.2
1,000 to 4,999	10.2	16.3	7.4	11.4	20.4	11.3	10.3
Non-Farm[3]	0.5	2.0	0.0	0.0	4.1	3.4	10.1
Farm	3.0	2.0	2.4	0.0	8.2	0.7	4.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Alberta Residents	86.7	98.0	97.6	94.3	93.9	89.3	---
Non-Alberta Residents	13.3	2.0	2.4	5.7	6.1	10.7	---

[1] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[2] Source: Miller, H. A. Blue Lake Centre Impact Study. Alberta Recreation and Parks, 1978.
[3] Non-Farm category refers to hamlets of less than 1000 people or people living on acreages.

lived in rural areas (farm and non-farm categories). Most of this study's respondents (89.3%) were Alberta residents.

In the sub-groups, 'instructor certificate' respondents had a greater rural orientation. In comparison with the total sample, over twice as many lived in places of less than 5,000 people, while fewer lived in cities of 100,000 or more. Respondents in the 'wilderness living' group appeared to be more urban, with a greater percentage living in large centres. 'Leadership development' respondents had no representation from rural areas (farm and non-farm categories). The 'outdoor travel' group included a much larger proportion of non-Albertans than any other group.

Because of the number of response categories and the distribution of respondents, the Chi-square test of significance could not be effectively applied. The groupings were collapsed into three categories, including larger cities (100,000 or more), medium size cities (30,000 to 99,999) and smaller centres including rural populations (farm to 29,999). Even with the broader categories, no significant difference existed between the sub groups in terms of place of residence.

C. SUMMARY AND CONCLUSIONS

The analysis of the data in this chapter revealed some trends and significant differences between the five sub-groups sampled in this study. It was also revealed, that overall, BLC participants were different than the 'average' Alberta resident in a number of the socio-demographic indicators. Comparisons indicated that BLC participants had not changed much over time (an eight year period) and that both

studies, using different means, found similar results which supported the reliability of this study.

Significant differences existed between the five sub-groups in categories of sex and age of the respondents. Strong directional trends, indicating differences between the subgroups, were observed in the questions regarding occupation, income and place of residence. Little difference between the sub-groups existed when examining the level of education attained by the respondents as all groups indicated a high percentage of post-secondary educational involvement.

The general trends revealed in this study when compared to the Alberta population, were that the respondents had similar gender representation, were younger than the Alberta population, had attained a much higher level of education, were in primarily 'white collar' occupations, earned 'middle class' incomes and were primarily urban dwellers.

Though direct comparisons to Hiller's (1978) Study should be made with caution, it was revealed that both samples were similar in sex distribution, level of education attained and occupational involvement. Because of the differing means of data gathering, comparisons between the remaining variables were not applicable. However, the similarities that did exist, and the fact that the data were gathered using different instruments, lends support to the reliability of the data gathered in this study.

The homogeneity of the sample was also supported in that the sample respondents were different from the 'average' Albertan using the indicators from this study. It was also revealed that the sample displayed many of the characteristics associated with people who

partake in 'non-consumptive' outdoor pursuits such as canoeing, hiking, birdwatching, skiing and climbing.

Further scrutiny of the sample, through the examination of the socio-demographic characteristic of each of five sub-groups, revealed that though the total sample is loosely homogeneous when compared to Alberta average, differences do exist within the sample. Differences, some of them statistically significant, were indicated in comparing the five sub-groups with each other. Their findings indicated that the participants in each of the five sub-groups had a stronger homogeneous relationship with those sharing the same interests in terms of the outdoor courses taken through BLC. The similarities of the participants within each sub-group indicated that the nature of the courses offered through BLC, in terms of course content and objectives, attracted similar people seeking similar experiences. The differences between the sub-groups in the socio-demographic indicators indicated that the respondents taking similar courses about nature were different than respondents seeking to gain skills/knowledge through courses that had different content and objectives.

This chapter has identified that the sample was different than the general population when examining the socio-demographic profile of the respondents. It was also revealed that the sub-groups had significant differences indicating that the respondents in each sub-group were different in terms of their socio-demographic profile. The following chapter will examine the entire sample and sub-group in terms of their outdoor leadership development background and will further evaluate the similarities and differences between the respondents backgrounds and how they relate to the development of outdoor leaders.

V. LEADERSHIP DEVELOPMENT BACKGROUND OF RESPONDENTS

A. INTRODUCTION

In the assessment of any leadership development program, it has been important to determine the background of the participants to be able to relate this information to the development of their leadership skills. Such knowledge has been useful in determining how the leadership development background has affected the potential involvement of future leaders.

This chapter focusses upon three aspects of the respondents' backgrounds beginning with the types of clubs and organizations they have been associated with. Second, determining the methods that participants have found important in acquiring outdoor leadership skills, and finally, establishing the respondents' background in terms of formal courses taken at BLC, and through other agencies.

The data presented in this chapter is primarily descriptive and is presented in the form of frequencies and percentages. Based on the nature of data, the application of statistical procedures was neither feasible or necessary.

B. CLUB OR ORGANIZATION AFFILIATION

Traditionally involvement in outdoor oriented clubs or organizations has been a means for acquiring outdoor leadership skills and abilities, primarily through the passing on of knowledge in informal, experiential settings. As described in Table 5.1, the majority of the respondents to this question (74.7%) were involved with an average of 2.2 organizations offering outdoor pursuit activities. As might be expected, most (58.7%) were associated with outdoor pursuit

TABLE 5.1: CLUB OR ORGANIZATION AFFILIATION OF RESPONDENT

Organization Type	Respondent Groups					
	Outdoor Travel	Environment Awareness	Wilderness Living	Leadership Development	Instructor Certificate	Total Sample[1]
No. of respondents[2]	(126/167)	(28/49)	(26/41)	(25/35)	(47/50)	(251/340)
No. of organizations	268	55	55	58	153	568
	percent	percent	percent	percent	percent	percent
Outdoor pursuit club	63.1	40.0	47.3	44.8	52.2	58.7
Non-profit agency	17.9	23.6	16.4	17.2	8.5	16.8
Prov./Fed. association	8.2	5.5	10.9	27.6	35.3	13.0
Church/Community League	4.9	7.3	9.1	1.7	0.7	4.5
Naturalist Club	2.6	14.5	9.1	8.7	0.0	3.5
Provincial gov't agency	0.4	1.8	3.6	0.0	2.6	0.9
Others	2.9	7.3	3.6	0.0	0.7	2.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

[1] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2] Fraction of each group responding to this question.

clubs. Other substantial involvements consisted of 16.8 percent of respondents being involved with non-profit agencies (e.g., Boy Scouts/ Girl Guides) and 13.0% involved with federal or provincial associations (e.g., Canadian Recreational Canoe Association).

Within the sub-groups, 57.1 percent of the 'environment awareness' group were associated with outdoor organizations while nearly all (94.0%) of the 'instructor certificate' group were involved. Those involved in the 'instructor certificate' group likely have had a more intense interest in outdoor activities and were more likely to seek additional or further experiences through affiliation with outdoor oriented organizations. These organizations may also have served as a vehicle for the practising of their instructor qualifications through offering lessons/courses to the organization's membership. The 'environment awareness' and 'wilderness living' respondents were less involved with outdoor pursuit clubs but were more likely to be associated with naturalist clubs. Respondents from 'leadership development' and 'instructor certificate' groups were more inclined to be involved (27.6% and 35.3%, respectively) with federal or provincial associations. This result was anticipated as it is often a requirement that individuals be awarded their certification through their agencies and membership is often a requirement.

C. METHODS USED TO ACQUIRE OUTDOOR SKILLS

Establishing the methods outdoor leaders found most useful in learning outdoor skills could provide important input in designing or revising developmental programs for potential leaders. It could also have given some indication of what methods have been most preferred and which methods were most effective in the development of outdoor

leaders.

Respondents were asked to list one to three outdoor skills in which they felt competent. Then, they ranked the three most important methods they used in learning each of these skills. This enabled each participant to make up to nine responses to this question.

The two most important methods of skill acquisition reported by respondents were through self instruction (21.9%) and from instruction by friends (20.3%) (Table 5.2). The next most frequently used methods reported as being important in learning outdoor skills were through using books and manuals (14.4%), through courses offered by public agencies (14.2%) and by observing others (13.4%).

On the basis of the above results, the respondents to this study were largely self-taught. The taking of formal courses was not a major method of skill acquisition in spite of the fact that all respondents had taken one or more courses through BLC. It was interesting to note that only 4.3% of respondents found that courses offered by schools were a method of learning skills which could be due to the relatively few courses in outdoor education offered as a part of the regular school curriculum.

Within the sub-groups the 'instructor certificate' group differed considerably from the rest in indicating that instruction from friends was less important (14.1%) and courses offered by public agencies were more important (21.2%). This result could be explained by the fact that instructor certificates could only be gained through the taking of formal courses and since all of the respondents in this sub-group possessed certification, most had taken courses in gaining their instructor certificate.

TABLE 5.2: METHODS USED TO ACQUIRE OUTDOOR SKILLS[1]

Method	Respondent Groups: Outdoor Travel	Environment Awareness	Wilderness Living	Leadership Development	Instructor Certificate	Total Sample[2]
No. of Respondents[3]	(166/167)	(48/49)	(41/41)	(33/35)	(49/50)	(337/340)
Avg. no. of methods[4]	(8.0)	(7.3)	(8.0)	(7.8)	(8.6)	(8.0)
No. of methods[5]	1322	351	326	259	419	2680
	percent	percent	percent	percent	percent	percent
Self-taught	22.1	21.9	22.7	20.5	20.0	21.9
Instruction from friends	21.6	17.7	16.3	21.2	14.1	20.3
Books and manuals	14.0	18.2	18.7	10.4	13.4	14.4
Courses offered by public agencies	13.3	14.2	12.0	19.7	21.2	14.2
Observing Others	13.9	12.0	15.6	6.6	12.4	13.4
Courses offered by clubs	7.3	3.1	4.3	4.6	5.7	6.5
Courses offered by schools	3.6	7.4	4.6	6.9	6.7	4.3
Private agency courses	3.6	4.0	4.0	7.3	5.0	3.9
Other	0.8	1.4	1.8	2.7	1.4	1.0
TOTAL	100.2	99.9	100.0	99.9	99.9	99.9

[1]Respondents were asked to rank the three most important methods they used.
[2]Calculations based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[3]Fraction of each group responding to this question.
[4]The average number of methods used that were reported per respondent.
[5]Respondents were asked to list one to four outdoor skills in which they felt competent. Then they were to rank the three most important methods they used in learning these skills. Therefore each respondent could have made up to twelve responses.

D. COURSE BACKGROUND OF RESPONDENTS

Courses Taken at Blue Lake Centre

Respondents were asked to list all the courses they had taken at BLC. If respondents listed more than ten courses, only the ten most recently taken courses were coded and used in the analysis.

As indicated in Table 5.3, 342 respondents included in this study took a total of 967 courses through BLC for an average of 2.8 courses per person. The most popular courses in terms of overall attendance were those teaching canoeing/kayaking (21.0%), cross-country skiing (19.5%) and orienteering (14.7%). It should be pointed out that the number of courses offered at BLC in these areas far exceeded the number of courses offered in other areas of interest.

Generally, the 'outdoor travel' group had a similar distribution in their course preferences compared to total sample distribution, except in the case of enrollment in leadership and instructor certification courses. The other four sub-groups of respondents tended to take courses closely related to their group's subject focus. This result was expected as it was the BLC courses background of each respondent which served as the criteria for the 'placement' of the respondents into one of the five sub-groups.

The course preference for the 'environmental awareness' respondents were: environmental (62.5%), outdoor education (17.7%), and survival (10.4%) courses. These results indicate that though the environmental courses were of primary interest, some course diversity did exist though only in courses which were closely related or complimentary to environmentally oriented courses. Over 85% of the 'wilderness living' group were interested in survival type courses

TABLE 5.3: COURSES TAKEN AT BLUE LAKE CENTRE

Course[1]	Respondent Groups: Outdoor Travel	Environment Awareness	Wilderness Living	Leadership Development	Instructor Certificate	Total Sample[2]
No. of respondents[3]	(166/167)	(49/49)	(41/41)	(33/35)	(50/50)	(340/340)
Avg. no. of courses[4]	(2.7)	(2.0)	(1.3)	(1.6)	(5.6)	(2.8)
No. of courses	445	96	54	57	279	967
	percent	percent	percent	percent	percent	percent
Canoeing/kayaking	30.8	1.0	0.0	12.7	24.7	26.0
Cross-country skiing	22.9	3.1	0.0	15.3	15.4	19.5
Orienteering	20.0	2.1	3.7	5.1	2.2	14.7
Survival	5.2	10.4	85.2	7.0	5.4	8.0
Environmental	4.9	62.5	0.0	8.9	5.9	7.9
Rock/ice climbing	6.1	0.0	0.0	2.5	5.7	5.2
Backpack/hiking	5.8	0.0	3.7	4.5	1.1	4.7
Instructor certification	--	--	--	--	24.7	4.4
Leadership	--	--	--	35.7	6.8	3.9
Outdoor Education	1.1	17.7	1.9	4.5	1.4	2.3
Fishing, archery	1.6	3.1	3.7	1.3	1.1	1.6
Other	1.5	0.0	1.9	2.5	2.5	1.7
TOTAL	99.9	99.9	100.1	100.0	99.9	99.9

[1] If the respondent reported taking more than 10 courses, only the 10 courses taken most recently were coded and put into the computer for analysis.

[2] Calculations based on the weighted data, which increased the effect of data from the 'outdoor travel' group.

[3] Fraction of each group responding to this question.

[4] The average number of courses taken per respondent in each sub-group and total sample.

only, showing minimal interest in other areas. Courses in leadership were the main choice (35.7%) of the 'leadership development' group. Considerable interest by this group was shown in outdoor travel courses as well with 15.3% having taken cross-country skiing courses and 12.7% taking canoe/kayak courses. Finally, as might be expected, the first choice of the 'instructor certificate' groups were certification courses (29.7%). The next two preferences for this group were in canoe/kayaking (24.7%) and cross-country skiing (15.4%) courses.

The course backgrounds of both the 'leadership development' and 'instructor certificate' groups indicated considerable more diversity than the other sub-groups. A number of explanations could account for these results. The respondents within these sub-groups could have had a more intense interest in the outdoors, which led them to seek additional knowledge in a variety of areas. Also, the fact that they have pursued formal courses in leadership development indicate an interest in improving their leadership skills. One of the essential ingredients of outdoor leadership has been that the leader be well rounded and diverse in their knowledge of outdoor skills and abilities (Buell 1983; Ewert 1985c). The final explanation is that in order to become a leader, the individual should be proficient in at least one or more outdoor skill areas, which would create the need for a more diverse background, in terms of course attendance, before pursuing leadership courses.

Courses Taken Through Other Agencies

Although it was important to determine the respondent's involvement in BLC courses, it was also important to establish what additional courses were taken through other agencies in order to

develop a comprehensive picture of their leadership development background. As indicated in Table 5.4, of the total sample (342) 66.8% indicated they had taken 612 courses through other agencies. As in their preference for BLC courses, cross-country skiing and canoeing/kayaking courses were in greatest demand (15.7% and 15.1% respectively). However, courses such as rock/ice climbing and first aid were selected by a higher proportion (13.5% and 10.4%, respectively) compared to the small percent (5.2% and 0.0%, respectively) chosen at BLC. This could likely be explained in that climbing courses were dropped from the BLC curriculum in 1984 and first aid courses have been offered on a very limited basis.

Generally, the sub-groups' demand for courses through other agencies was similar to that outlined above for the total sample with a few exceptions. Three groups, 'environmental awareness,' 'wilderness living,' and 'leadership development' expressed less demand for climbing courses but an increase in interest in environment courses through other agencies. 'Leadership development' respondents were more interested than other respondents in taking instructor certification courses through other agencies. The 'instructor certificate' group indicated a lower interest for courses in cross-country skiing and environmental courses but a greater interest in first aid courses through other agencies. Though the trends presented in the data were inconclusive, the respondents had pursued courses through other agencies that were not really available through BLC, such as first aid and climbing. Because of the location of BLC within the province, courses in the novice/intermediate levels of outdoor activities could be offered more locally, resulting in greater convenience to the

TABLE 5.4: COURSES TAKEN THROUGH OTHER AGENCIES

Course:	Respondent Groups: Outdoor Travel	Environment Awareness	Wilderness Living	Leadership Development	Instructor Certificate	Total Sample[2]
No. of Respondents[2]	(109/167)	(30/49)	(28/41)	(24/35)	(42/50)	(227/340)
Avg. no. of courses[3]	(1.7)	(3.5)	(1.8)	(1.9)	(3.4)	(1.8)
No. of courses	279	170	72	68	170	612
	percent	percent	percent	percent	percent	percent
Cross-country skiing	17.9	16.7	12.5	14.7	7.6	15.9
Canoeing/kayaking	14.3	6.1	19.4	19.1	18.8	15.1
Rock/ice climbing	15.4	1.5	8.3	2.9	15.3	13.5
Environmental	9.7	24.2	22.2	16.2	2.4	10.6
First aid	9.3	12.1	4.2	13.2	16.5	10.4
Outdoor sports	10.8	3.0	9.7	1.5	2.4	8.5
Instructor Cert.	4.3	0.0	0.0	14.7	2.4	6.0
Outdoor education	4.3	16.7	2.8	4.4	6.5	5.2
Orienteering	5.7	0.0	2.8	0.0	1.2	4.3
Survival	2.9	4.5	6.9	2.9	1.8	3.1
Camping	1.8	6.1	1.4	4.4	4.1	2.5
Leadership	1.4	4.5	0.0	4.4	2.9	1.4
Backpack/hiking	0.4	1.5	4.2	1.5	2.4	1.0
Other	1.8	3.0	5.6	0.0	15.9	2.1
TOTAL	100.0	99.9	100.0	99.9	100.1	100.1

[1] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2] The number who indicated that they took courses at other agencies.
[3] The average number of courses taken per respondent in each sub-group and total sample.

TABLE 5.5: OTHER ORGANIZATIONS SPONSORING COURSES TAKEN BY RESPONDENTS[1]

Organization:	Respondent Groups: Outdoor Travel (107/167)	Environment Awareness (30/49)	Wilderness Living (27/41)	Leadership Development (24/35)	Instructor Certificate (42/50)	Total Sample[2] (224/340)
No. of respondents						
No. of courses	272	65	68	66	174	609
	percent	percent	percent	percent	percent	percent
Private recreation agencies	24.5	15.4	23.9	24.2	35.6	25.6
Educational institutions	18.8	33.8	33.8	27.3	21.3	21.3
Non-profit organizations	14.8	16.4	10.3	22.7	13.2	14.8
Outdoor clubs	15.2	1.5	4.4	4.5	8.0	12.1
Municipal/county recreation departments	9.7	16.9	13.2	6.1	5.7	9.6
Provincial/federal associations	8.3	3.1	5.9	4.5	12.1	8.2
Provincial gov't agencies	4.3	1.5	5.9	3.0	3.4	4.1
Nature centres	3.6	10.8	2.9	7.6	0.6	3.7
Naturalist clubs	0.7	0.0	0.0	0.0	0.0	0.5
TOTAL	99.9	99.9	100.3	99.9	99.9	99.9

[1] Outdoor recreation courses similar to BLC courses offered through other recreation agencies.
[2] Calculations based on weighted data, which increased the effect of data from the 'outdoor travel' group.

participant. This conclusion was supported by the results presented in Table 5.5 where 30 percent of the agencies offering outdoor courses were local outdoor clubs, municipal recreation departments and provincial/federal associations. Almost two thirds of the non-BLC courses (61.7%) were offered through private recreation agencies, educational institutions and non-profit organizations.

E. SUMMARY AND CONCLUSIONS

The data presented in this chapter has established the nature of the formal leadership development background of the respondents in this study. The respondents indicated strong involvement in outdoor oriented organizations and clubs, however, the taking of courses had only a moderate importance as a means of acquiring outdoor leadership development skills. Also indicated was that the sample (342) took a total of 1574 courses, through BLC and other agencies, for an average of 4.6 courses per person.

Overall, the data supported the premise that formal courses in the area of outdoor leadership development have had a role in developing leaders. The involvement of the respondents in this study indicated that most were taking courses to develop skills or knowledge in a specific area of interest. Further, those involved as developing leaders, were found to have a more diverse background in course attendance, indicating a willingness to be more well rounded in leadership and technical skills. Evidence was also presented indicating that respondents were willing to take courses from a variety of agencies, depending upon the courses offered through the agencies and the convenience in terms of travel time and costs.

This chapter has outlined the extent and nature of the outdoor leadership development background, in terms of formal course training, of the respondents to this study. The trends existing in the data have shown that there has been a demand for formal courses in outdoor leadership skill development. The following chapter explores study participants' application of their leadership development background in terms of the actual outdoor leadership roles assumed in a community setting.

VI. RESPONDENTS OUTDOOR LEADERSHIP ROLES

A. INTRODUCTION

The significance of the contribution of outdoor leadership training and development has been in the leadership and instruction contributed to the community by those that have received training in formal or informal settings.

In addressing the second objective of this study, this chapter describes the extent to which study respondents were involved in instructing outdoor courses and in leading outdoor trips.

The first portion of this chapter identifies the extent and nature of respondents involvement in instructing formal outdoor courses and in leading outdoor excursions. Respondents were asked about the instructor and leadership roles over a five year period from 1981 to 1985. The data, in response to these questions, have been presented as frequency distributions and percentages. Also addressed was the question of respondents passing on outdoor skills in informal unstructured settings, which, as indicated in Chapter V, was a major method of acquiring outdoor skills on the respondents' behalf.

The final portion of this chapter examines the respondents reasons for not instructing or leading. Question 14a through 14j focused on the respondents' reasons for not becoming involved as instructors or leaders. Respondents were asked to respond to each item, on a five point Likert scale, indicating whether each item was not a reason or was a very 'strong' reason, or any point in-between. For the purpose of analysis, the Likert scale responses were collapsed into three response categories, not a reason, neutral and a strong reason. The collapsing of the response categories served two purposes, the first

being that problems associated with low frequencies in response categories in statistical analysis were eliminated and the second was that trends within the data could be more easily identified without losing the meaning or intent of the response categories. The data from the Likert scale questions were reported in the form of frequencies and percentages. Analysis consisted of the application of the F-test (ANOVA) which was used to assess the significance of differences among the mean scores calculated for the sub-groups. Any of the items that were shown to have a significant difference on the F-test were then subjected to the Scheffe test to determine which of the five groups were significantly different.

B. LEADERSHIP ROLES

Instructing Formal Courses

Question 9, which asked if the respondents had ever instructed outdoor activities, indicated that over one-third (38%) of the respondents reported that they had taught organized courses within the time frame of 1981 to 1985. Generally, the courses taught (Table 6.1) most frequently were canoeing/kayaking (25.0% of courses taught), cross country skiing (23.3%) and orienteering (19%).

In general, respondents' leadership activity was consistent with the course selections made when taking courses through BLC and/or other agencies. Those who had taken 'leadership development' or 'instructor certificate' courses were the most involved in instructing others (50% and 82% respectively). This finding was expected since the respondents took courses explicitly intended for those involved in instruction. Respondents with a 'leadership development' background were most likely

TABLE 6.1: COURSES TAUGHT BY RESPONDENTS IN PAST 5 YEARS

Courses	Respondent Groups: Outdoor Travel (48/167)	Environment Awareness (9/49)	Wilderness Living (10/41)	Leadership Development (17/35)	Instructor Certificate (41/50)	Total Sample[1] (113/340)
No. of respondents[2]						
No. of courses[3]	108	22	18	54	172	299
	percent	percent	percent	percent	percent	percent
Canoeing/kayaking	20.4	18.2	5.6	20.4	37.8	25.0
Cross-country skiing	20.4	18.2	11.1	18.5	32.0	23.3
Orienteering	30.6	4.5	-	9.3	5.2	19.1
Environmental	8.4	36.2	-	26.0	4.1	9.4
Survival	2.8	9.1	16.7	3.7	7.6	5.0
Outdoor education	5.6	9.1	16.7	-	1.2	4.2
Backpacking/hiking	3.7	-	5.6	1.9	4.1	3.6
Climbing rock & ice	2.7	-	-	-	2.3	2.2
First aid	1.9	-	11.1	5.6	1.2	2.2
Outdoor sports	0.9	-	16.7	-	2.4	1.8
Leadership	0.9	-	-	13.0	-	1.7
Camping	1.9	-	5.6	1.9	0.6	1.5
Other	-	4.5	11.1	-	1.2	1.0
TOTAL	100.1	99.8	100.2	100.3	99.7	100

[1] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2] The number of respondents who taught courses.
[3] The number of different courses taught by respondents.

to teach environmental, canoeing/kayaking and cross-country skiing courses. 'Instructor certificate' respondents were most likely to be involved in teaching canoeing/kayaking (37.8%) and cross-country skiing (32.0%). This result was explained by the fact that BLC offered training and certification in these areas giving individuals who had taken those courses specific to instructing the background needed in order to be able to teach.

The 'outdoor travel' group was more likely to have taught orienteering, compared to other groups. The 'environmental awareness' group was least likely to be involved in instructing organized courses, but the minority that were, tended to teach environmental awareness courses. The 'wilderness living' group was also unlikely to take on instructional roles, but when they did teach, they did so primarily in outdoor education, outdoor sports, cross-country skiing and first aid (16.7%, 16.7%, 11.1% and 11.1% respectively).

Leading Outdoor Excursions

Generally, respondents were more involved in leading outdoor excursions than in instructing formal courses (49% compared to 38%). Table 6.2 indicates that as in instructional roles (previous section), about one fifth of the respondents were involved in leading programs where canoeing/kayaking (22.7%) or cross-country skiing (20.2%) were the major activities. However, they were more likely to be involved in leading trips where the primary focus was backpacking (25.9%). The dominance of backpacking as the primary leadership activity was likely due to the fact that backpacking, though requiring some skill and 'know-how', is a less technical activity than the canoeing/kayaking and cross-country skiing and therefore, is easier to lead as an activity.

TABLE 6.2: PROGRAMS LED BY RESPONDENTS IN PAST 5 YEARS

Primary Activity	Respondent Groups: Outdoor Travel	Environment Awareness	Wilderness Living	Leadership Development	Instructor Certificate	Total Sample[1]
No. of respondents[2]	(78/167)	(17/49)	(16/41)	(23/35)	(40/50)	(166/340)
No. of programs[3]	176	37	31	49	117	384
	percent	percent	percent	percent	percent	percent
Backpacking/hiking	28.4	27.0	29.0	22.4	15.4	25.9
Canoeing/kayaking	18.7	10.8	9.7	26.5	46.2	22.7
Cross-country skiing	21.1	2.7	6.5	20.4	25.6	20.2
Orienteering	11.4	8.1	3.2	-	1.7	8.8
Climbing rock & ice	6.8	2.7	9.7	-	3.5	5.8
Camping	4.5	16.2	16.1	8.1	1.8	5.4
Environmental	1.7	24.3	3.2	16.4	0.9	3.7
Survival	2.2	-	9.7	2.0	3.5	2.6
Outdoor education	1.7	5.4	9.7	4.1	0.9	2.3
Outdoor sports	1.2	2.7	-	-	0.9	1.0
First aid	1.1	-	-	-	-	.8
Leadership	0.6	-	-	-	-	.4
Other	0.6	-	3.2	-	-	.4
TOTAL	100.1	99.9	100.0	99.9	100.4	100.0

[1] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[2] The number of respondents who led outings.
[3] The number of different outings led by respondents.

This would not be so much a reflection of the leader's skills, but a reflection of those that were being led on an outdoor excursion, who did not have the technical ability to canoe or ski.

The 'outdoor travel' group was similar to the overall sample in their involvement in leadership activities. Those of the 'environment awareness' group were less likely to lead trips focussing on activities requiring technical skills, but more likely to lead environmental programs in which they had some background preparation. 'Wilderness living' respondents were less likely, compared to the total sample, to lead environmental awareness programs, and more likely to lead camping (16.1%), outdoor education (9.7%) or wilderness survival programs (9.7%). Of the 'leadership development' group 16.4 percent had involvement in leading environmental awareness trips and had very little involvement in leading activities requiring a higher level of technical competence. The 'instructor certificate' group, consistent with their instructional activities, tended to lead trips emphasizing canoeing/kayaking (46.2%) or cross-country skiing (25.6%).

Informal Passing on of Skills

Table 6.3 documents the number of respondents who indicated that they had passed the skills they had acquired at BLC and other agencies, on to others in informal settings. Most respondents (82.7%) indicated that friends and family had been exposed to their skills in informal settings. The sub-groups were all very similar in their behavior, with exception to the 'instructor certificate' group of which nearly all (94%) shared their skills this way.

TABLE 6.3: RESPONDENTS WHO HAVE PASSED ON SKILLS INFORMALLY

Response	Respondent Groups					
	Outdoor Travel (n=167)	Environment Awareness (n=49)	Wilderness Living (n=41)	Leadership Development (n=35)	Instructor Certificate (n=50)	Total Sample[1] (n=340)
	percent	percent	percent	percent	percent	percent
Yes	80.2	83.7	75.6	85.7	94.0	82.7
No	18.6	14.3	24.4	14.3	6.0	16.4
No response	1.2	2.0	-	-	-	.9
TOTAL	100	100	100	100	100	100

[1]Calculation based on weighted data, which increased the effect of the data from 'outdoor travel' group.

Reasons For Not Leading or Instructing

Of the entire sample, 57 percent had either instructed and/or led a program related to their participation at BLC (Table 6.4). The 147 (43%) respondents who indicated that they had neither led or instructed outdoor programs were asked about their reasons for not sharing their skills in this manner. Over one half, (53.2%), indicated that lack of time was a major reason, and 49.3 percent felt their lack of ability was a major deterrent. Slightly over 41 percent reported that a lack of certification was a reason for not instructing or leading. Table 6.5 displays the mean scores resulting from the 5 point Likert scale and the rank order for each reason for not leading or instructing. Of the top three ranking reasons, two reflected the self perceived abilities of the respondents. This result could be indicative of the extent of respondents background in taking courses. Those who had only taken one or two courses were not likely to perceive themselves as being capable of instructing or leading groups in outdoor activities. Very few (4) had reached the certification level where one would have been both qualified and competent enough to teach or lead. No significant differences were found between the mean scores when subjected to the F-test at the p=.05 level. The remaining reasons provided were more reflective of initiative on the part of the respondents and since these reasons were ranked lower than the previous reasons, it appeared that the lack of initiative was not a major deterrent to involvement as instructors or leaders.

The above premise was supported by the responses to Question 15, where the study subjects were asked if they intended to lead or instruct outdoor activities in the future. Of the 147 who indicated

TABLE 6.4: IMPORTANCE OF REASONS FOR NOT INSTRUCTING OR LEADING[1]

Reason	Respondent Groups: Outdoor Travel (75/167)		Environment Awareness (28/49)		Wilderness Living (23/41)		Leadership Development (10/35)		Instructor Certificate[2] (4/50)		Total Sample[3] (147/340)	
No. of respondents[4]	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn
	percent		percent		percent		percent		percent		percent	
Don't have time	25.3	57.3	32.1	32.1	37.5	45.8	50.0	50.0	-	-	27.9	53.2
Don't have the ability	25.3	52.0	35.7	46.4	45.8	25.0	20.0	70.0	-	-	28.3	49.3
Need to be certified	41.3	41.3	39.3	46.4	43.5	39.1	50.0	30.0	-	-	41.7	41.4
Have not been asked	50.7	22.7	46.4	35.7	62.5	37.5	70.0	20.0	-	-	51.6	25.9
Don't know how to design	52.0	30.7	57.1	17.9	70.8	16.7	70.0	10.0	-	-	54.7	27.4
Not interested	57.3	21.3	46.4	39.3	66.7	25.0	60.0	40.0	-	-	57.8	23.7
Don't feel at ease	68.0	21.3	60.7	21.4	87.5	4.2	80.0	20.0	-	-	69.2	19.7
Don't know who to contact	72.0	16.0	67.9	10.7	70.8	16.7	50.0	30.0	-	-	71.4	15.6
Reasons of health	94.7	4.0	89.3	3.6	100.0	-	90.0	10.0	-	-	94.5	3.8

[1] The total proportion of respondents indicating a 1 or 2 on the 5 point response scale was placed under 'no rsn' (no reason) and those indicating a 4 or 5 were placed under 'strg rsn' (strong reason).

[2] Only 4 respondents answered this question; therefore, no trend could be indicated.

[3] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.

[4] The fraction of each group responding to this question. Only those who had neither led nor taught were asked to respond to this question, which accounts for the low number of responses for some groups.

TABLE 6.5: IMPORTANCE OF REASONS FOR NOT INSTRUCTING OR LEADING

Reason	Respondent Groups: Outdoor Travel (75/167)		Environment Awareness (28/49)		Wilderness Living (23/41)		Leadership Development (10/35)		Instructor Certificate[2] (4/50)		Total Sample[3] (147/340)	
No. of respondents[4]	mean	rank	mean	rank	mean	rank	mean	rank	mean	rank	mean	rank
Don't have time	2.32	2	2.00	3	2.08	1	2.00	2	-	-	2.25	1
Don't have the ability	2.67	1	2.11	1	1.79	3	2.50	1	-	-	2.21	2
Need to be certified	2.00	3	2.07	2	1.96	2	1.80	3	-	-	2.00	3
Have not been asked	1.72	5	1.89	5	1.75	4	1.50	5	-	-	1.74	4
Don't know how to design	1.79	4	1.61	6	1.46	6	1.40	6	-	-	1.73	5
Not interested	1.64	6	1.93	4	1.58	5	1.80	3	-	-	1.66	6
Don't feel at ease	1.53	7	1.61	6	1.17	8	1.40	6	-	-	1.50	7
Don't know who to contact	1.44	8	1.43	8	1.46	6	-	-	-	-	1.44	8
Reasons of health	1.09	9	1.14	9	1.00	9	1.20	-	-	-	1.09	9

[1] No significant differences between means at $p = .05$.
[2] Only 4 respondents answered this question; therefore, no trend could be indicated.
[3] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[4] The fraction of each group responding to this question. Only those who had neither taught nor led were asked to respond to this question, which accounts for the low number of responses for some groups.

that they had neither led or instructed, 36.5 percent (Table 6.6) indicated that they would lead or instruct in the future and 24.1 percent were uncertain. Only 24.1 percent indicated that they had no desire to lead or instruct in the future.

C. SUMMARY AND CONCLUSIONS

This chapter revealed some discernible trends in the extent and nature of the involvement of the respondents in instructing or leading outdoor activities and excursions. Within the total sample 38 percent indicated some involvement in teaching formal outdoor courses and 82.7 percent indicated that they had passed on outdoor skills and knowledge in informal, less structured settings. Of those that had no involvement as instructors or leaders, the major reason given was a lack of time (53.2%) and a lack of ability (49.3%) and 41.4 percent felt they had to be certified instructors before being able to instruct or lead.

Generally, the results presented in the data indicated that the leadership development backgrounds of the respondents had been put to use through teaching formal courses and leading outdoor excursions. Respondents that had earned instructor certification through attending courses at BLC had an 82 percent involvement in passing their skills directly on to others through teaching formal, structured courses. Though other sub-groups had considerably less involvement, overall 38 percent of the entire sample had passed their skills directly on to others.

Of perhaps greater impact, was the respondents' involvement as leaders of outdoor excursions with 49 percent involvement. Though the nature and extent of this impact was beyond the scope of this study, it

TABLE 6.6: RESPONDENTS WANTING TO LEAD OR INSTRUCT IN THE FUTURE

(Had not led or instructed in the last five years[1])

Response	Respondent Groups					
No. of respondents[3]	Outdoor Travel (73/67)	Environment Awareness (27/49)	Wilderness Living (23/40)	Leadership Development (10/35)	Instructor Certificate (4/50)	Total Sample[2] (137/340)
	percent	percent	percent	percent	percent	percent
Yes	39.7	22.2	34.8	40.0	75.0	36.5
No	34.2	51.9	43.5	50.0	0.0	39.4
Uncertain	26.1	25.9	21.7	10.0	25.0	24.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

[1] From response to questions 9 and 11, 137 had not instructed or lead in the past five years.
[2] Calculations are based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[3] Fraction of respondents answering this question. In some cases the response is low, in which case the data should be viewed with caution.

could be assumed that the skills acquired at BLC and other agencies, would be passed on while the respondents were in leadership roles.

Because of the lack of the application of rigorous statistical analysis to the data presented in this chapter, the relationship between the leadership development background of the respondents and the nature and extent of their involvement in passing on the skills they acquired through BLC has not been clearly identified. However, the trend to involvement as instructors and leaders was evident. This trend was particularly strong for those that have an advanced leadership development background. Those respondents who had an extensive background to a high level of skill also had a high degree of involvement as instructors and leaders in the outdoors. Those respondents that had a lesser or minimal leadership development background, also had considerably less involvement as instructors or leaders.

The trend was also supported by the reasons given for not having involvement as an instructor or leader. With exception that lack of time was a reason, the next highest ranked reasons were indicative of the respondents perceived lack of ability and lack of instructor certification, both of which were the result of a less developed leadership background in terms of courses taken and skill level achieved.

This chapter identified that the nature and extent of the leadership development background of the respondents may have had an impact upon the degree and nature of their involvement as instructors and leaders in the outdoors. By means of an examination of the respondents opinions and attitudes, the following chapter attempts to

identify the contributions that courses made to their; level of skill, personal development, knowledge of the outdoors, desire, and ability to instruct or lead groups in the outdoors.

VII OPINIONS REGARDING THE CONTRIBUTION OF OUTDOOR COURSES TO OUTDOOR LEADERSHIP DEVELOPMENT

A. INTRODUCTION

The previous chapters in this study have investigated the relationship existing between involvement in outdoor leadership courses and the outdoor leadership roles assumed by individuals after course participation on the basis of the respondents' background and the application of their knowledge and skills in the community setting. It is the intent of this chapter to examine the respondents' perceptions of the effectiveness of the courses they have taken, in preparing them for outdoor leadership roles. To this point in this study, the assumption has been made that any and all courses taken by the respondents were effective in preparing them for leadership roles. There could be, in the taking of any course, the possibility that the courses were not effective and did not meet the respondents' needs in terms of providing them with the 'tools' of outdoor leadership.

This chapter initially examines the reasons the respondents enrolled in outdoor leadership courses. This information would prove useful in determining the respondents' intentions for future involvement as leaders. Respondents were asked their opinion of the contributions of the courses they had taken to their outdoor leadership development background. The study participants were asked to what degree they used the materials learned through courses they had taken, and also, what their intentions were for furthering their leadership development background.

The data for this portion of the study was gathered primarily through questions responded to by use of a five point Likert scale. In

the analysis, the responses were collapsed into three response categories for the same reasons presented in Chapter VI. The data from the Likert scale items were presented in the form of frequencies and percentages. After analysis, consisting of the F-test (ANOVA) in assessing the significance of the differences between the average responses on each item, the data were presented in rank order to signify the overall importance of each item. Any items identified as having a significant difference on the F-test, were then subjected to the Scheffe test to determine which of the five groups were significantly different.

B. REASONS FOR ATTENDING COURSES

In assessing the reasons why BLC participants enrolled in outdoor leadership courses, each respondent was asked to indicate, on a five point scale, the importance of each of the stated reasons for attending BLC. Of the 335 responding to this question, 93.5 percent indicated that, to learn and/or improve skills was most important (Tables 7.1 and 7.2). There was a substantial drop, to 60.8 percent, to the next most important reason for attending, that being to learn outdoor safety. Approximately half the respondents (47.3% to 54.5%) indicated that important reasons for them were: for adventure/excitement, for fitness/exercise, to increase knowledge of the environment, to assess own skills/abilities, to improve ability to teach others and for relaxation. For the total sample, the nature of the responses indicated as being important, had greater emphasis on skill development and personally fulfilling reasons (e.g., for fitness/exercise) as opposed to those that may have been indicative of a desire to learn leadership skills. The 'outdoor travel,' 'environment awareness'

TABLE 7.1: REASONS FOR ATTENDING COURSES[1]

Reason[2] / No. of respondents[4]	Respondent Groups: Outdoor Travel (165/167)		Environment Awareness (46/49)		Wilderness Living (39/41)		Leadership Development (35/35)		Instructor Certificate[2] (49/50)		Total[3] Sample (335/340)	
	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn	no rsn	strg rsn
	percent		percent		percent		percent		percent		percent	
To learn/improve skills	0.6	95.8	4.1	81.6	4.9	87.8	14.3	80.0	4.0	96.0	1.8	93.5
To learn safety practices	21.6	61.1	36.7	36.7	7.3	63.4	20.0	57.9	6.0	82.0	20.5	60.8
For fitness/exercise	13.2	66.5	26.5	42.9	29.3	41.5	42.9	28.6	42.0	26.0	23.7	50.6
For adventure/excitement	14.4	58.1	18.4	44.9	17.1	48.8	34.3	45.7	44.0	34.0	18.7	54.0
To assess own skills/ abilities	18.0	50.3	34.7	38.8	26.8	39.0	20.0	60.0	6.0	70.0	19.4	50.3
To increase knowledge of environment	25.7	47.9	32.7	40.8	4.9	68.3	25.7	48.6	28.0	48.0	23.7	50.6
For relaxation	22.2	49.7	12.2	53.1	26.8	39.0	34.3	40.0	54.0	30.0	24.8	47.3
To improve ability to teach	31.1	46.7	32.7	40.8	34.1	41.5	28.6	51.4	2.0	88.0	28.7	49.8
To learn leadership skills	41.9	33.5	46.9	26.5	41.5	22.0	8.6	80.0	14.0	74.0	39.8	36.4
To learn skills to lead groups	43.7	31.7	51.0	26.5	48.8	31.7	25.7	48.6	16.0	70.0	41.0	36.4
To improve communication	49.7	23.4	42.9	22.4	48.8	22.0	0.0	82.9	18.0	60.0	44.2	29.0
For professional development	58.7	24.0	44.9	34.7	53.7	22.0	11.4	82.9	22.0	68.0	52.1	31.0
To become certified	65.3	14.4	81.6	6.1	75.6	4.9	60.0	20.0	2.0	92.0	62.6	19.0
To learn to establish programs	69.5	13.2	73.5	10.2	85.4	4.9	57.1	14.3	48.0	28.0	68.0	14.5

[1] The total proportion of respondents indicating a 1 or 2 on the 5 point scale was placed under 'no rsn' and those indicating a 4 or 5 were placed under 'strg rsn.'

[2] Statements are listed in order of the rankings for the 'total sample.'

[3] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.

[4] The fraction of each group responding to this question.

TABLE 7.2: REASONS FOR ATTENDING COURSES[1]

Reason[2]	Respondent Groups: Outdoor Travel (165/167)		Environment Awareness (46/49)		Wilderness Living (39/41)		Leadership Development (35/35)		Instructor Certificate (49/50)		Total Sample[3] (340/340)		Statistical Significance[4]
No. of respondents[5]	mean	rank	mean	rank	mean	rank	mean	rank	mean	rank	mean	rank	
To learn/improve outdoor skills	2.96	1	2.82	1	2.87	1	2.71	2	2.96	1	2.93	1	.0002
To learn safety practices	2.40	4	2.00	8	2.59	3	2.38	6	2.76	4	2.41	2	.0001
For fitness/exercise	2.54	2	2.17	5	2.13	5	1.86	12	1.84	12	2.40	3	.0000
For adventure/excitement	2.45	3	2.29	4	2.33	4	2.11	10	1.90	11	2.37	4	.0005
To assess own skills/ abilities	2.33	5	2.04	7	2.13	5	2.23	7	2.64	5	2.31	5	.0027
To increase knowledge of environment	2.22	7	2.53	2	2.62	2	2.23	7	2.20	10	2.27	6	.0067
For relaxation	2.28	6	2.43	3	2.13	5	2.06	11	1.75	14	2.23	7	.0005
To improve ability to teach	2.16	8	2.08	6	2.08	8	2.41	5	2.86	3	2.21	8	.0000
To learn leadership skills	1.88	10	1.79	10	1.79	10	2.71	2	2.61	6	1.97	9	.0000
To learn skills to lead groups	1.92	9	1.74	12	1.82	9	2.17	9	2.55	7	1.96	10	.0000
To improve ability to communicate	1.73	11	1.78	11	1.72	11	2.83	1	2.43	9	1.85	11	.0000
For professional development	1.63	12	1.89	9	1.67	12	2.71	2	2.47	8	1.78	12	.0000
To become certified	1.48	13	1.20	13	1.15	14	1.57	14	2.90	2	1.55	13	.0000
To learn to establish programs	1.43	14	1.34	14	1.36	13	1.60	13	1.80	13	1.46	14	.0125

[1] B.L.C. courses only.
[2] Presented in order of the rankings for 'total sample.'
[3] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[4] Significant differences between the means at $p = .05$.
[5] The fraction of each group responding to the question.

and 'wilderness living' sub-groups did not differ a great deal from the total sample in the importance they attributed to each of the reasons. For example, in all cases the mean score for each of the first eight reasons was 2.00 or above, whereas the remaining six reasons had mean scores of less than 2.00 (Table 7.2). However, the 'leadership development' and 'instructor certificate' groups reported quite different levels of importance for the stated reasons. Reasons that rated low in importance by the total sample were ranked more highly by these two groups. Reasons, such as: to improve ability to communicate (82.4% and 60.0%), to learn leadership skills (80.0% and 74.0%), and for professional development (82.9% and 68.0%) were considered to be much more important by these two groups. As might be expected, 92.0 percent of the 'instructor certificate' group indicated that to be certified was an important reason.

The differences between the means for each reason between the sub-groups was statistically significant at $p = .05$. Further analysis using a Scheffe multiple comparison procedure, identified the 'leadership development' and 'instructor certificate' groups as markedly different and these groups were responsible in every case for the significant differences.

Based on the above results, it became evident that the respondents attended leadership development courses for a variety of reasons. However, the overall trends emerging from the results were that those with less extensive outdoor leadership backgrounds took courses that were focused primarily on technical skill development. Those respondents with considerably greater developed outdoor leadership backgrounds indicated that they took courses for the reason of

improving their leadership ability and the ability to teach others in the outdoors.

C. CONTRIBUTIONS OF COURSES TO OUTDOOR LEADERSHIP DEVELOPMENT

Study participants were asked to rate, on a five point scale, each of fourteen possible areas to which the courses they had taken had contributed. Of the total sample, 71.5 percent indicated that the most important contribution made by courses was in improving their skill level (Table 7.3). Other important contributions were in improving their awareness of their own skill level (64.9%) and improving their level of confidence (62.7%) when in the outdoors. On each of these latter three contributions, there was not a significant difference between group means at the $p = .05$ level (Table 7.4).

The ''outdoor travel' group responded in a manner that was very similar to the total sample. The 'environment awareness' and 'wilderness living' groups were also similar in their responses, with two notable exceptions. The greatest contributions made by courses they took were, to increase their respect for the environment, followed closely by, an improvement in their knowledge of the environment.

The 'leadership development' and 'instructor certificate' groups were again (as in section B) found to be responsible for the significant differences in the mean scores (Table 7.4). It was found that the courses these respondents took contributed most to their awareness of others in groups, and in improving their communication skills (77.1% and 71.4% respectively). The latter group also gave high ratings to courses that contributed their ability to teach others new skills (82.0%) and to their ability to lead a group on an outing (72.0%).

TABLE 7.3: CONTRIBUTIONS OF COURSES TO KNOWLEDGE AND SKILL DEVELOPMENT[1]

Contributions to:[2]	Respondent Groups											
	Outdoor Travel (163/167)		Environment Awareness (47/49)		Wilderness Living (40/41)		Leadership Development (34/35)		Instructor Certificate (49/50)		Total Sample[3] (332/340)	
No. of respondents[4]	no con	strg con	no con	strg con	no con	strg con	no con	strg con	no con	strg con	no con	strg con
	percent		percent		percent		percent		percent		percent	
Skill level in performing	4.2	75.4	16.3	53.1	12.2	41.5	17.1	60.0	4.0	84.0	6.2	71.5
Awareness of own abilities	7.8	67.1	16.3	53.1	9.8	61.0	22.9	57.1	10.0	64.0	9.5	64.9
Level of confidence	10.2	63.5	16.3	49.0	14.6	58.5	22.9	54.3	8.0	78.0	11.4	62.7
Knowledge of safety	18.6	56.9	49.0	24.5	9.8	56.1	22.9	45.7	8.0	66.0	19.6	54.6
Desire to pass skills on	23.4	47.9	24.5	42.9	24.4	39.0	14.3	57.1	8.0	64.0	21.9	48.7
Respect for environment	21.6	46.7	10.2	63.3	12.2	65.9	31.4	45.7	40.0	30.0	22.0	47.8
Ability to teach others	29.2	50.3	28.6	44.9	36.6	36.6	14.3	51.4	6.0	82.0	26.3	50.2
Awareness of others	24.6	43.1	24.5	40.8	17.1	51.2	2.9	77.1	18.0	54.0	22.5	46.0
Knowledge of environment	26.4	38.7	8.2	49.0	12.2	58.5	34.3	40.0	38.0	18.0	24.9	38.5
Level of fitness	24.0	44.3	44.9	22.4	39.0	19.5	54.3	20.0	50.0	20.0	30.0	38.0
Ability to lead groups	32.9	33.5	38.8	30.6	43.9	22.0	25.7	42.9	8.0	72.0	31.8	36.0
Ability to organize trips	34.7	31.1	42.9	24.5	34.1	26.8	37.1	31.4	16.0	62.0	34.0	32.7
Ability to communicate	40.1	26.9	32.7	18.4	39.0	19.5	8.6	71.4	22.0	40.0	36.5	29.1
Ability to organize programs	49.1	22.2	49.0	16.3	63.4	17.1	42.9	20.0	40.0	38.0	49.0	22.5

[1] The total proportion of respondents indicating a 1 or 2 on the 5 point response scale was placed under 'no con' and those indicating a 4 or 5 were placed under 'strg con.'

[2] Statements are listed in order of the rankings for the 'total sample.'

[3] Calculation based on weighted data, which increased the effect of data from the 'outdoor travel' group.

[4] The fraction of each group responding to this question.

TABLE 7.4: CONTRIBUTIONS OF COURSES TO KNOWLEDGE AND SKILL DEVELOPMENT[1]

Contributions to:[2] / No. of respondents[5]	Respondent Groups: Outdoor Travel (163/167) mean	rank	Environment Awareness (47/49) mean	rank	Wilderness Living (40/41) mean	rank	Leadership Development (34/35) mean	rank	Instructor Certificate (49/50) mean	rank	Total Sample[3] (332/340) mean	rank	Statistical Significance[4]
Skill level performing	2.73	1	2.38	3	2.30	7	2.44	3	2.80	1	2.67	1	.0000
Awareness of own skills/ abilities	2.61	2	2.38	3	2.52	2	2.35	6	2.54	7	2.57	2	N.S.
Level of confidence	2.55	3	2.34	5	2.46	5	2.32	7	2.70	3	2.53	3	N.S.
Knowledge of safety	2.39	4	1.74	13	2.47	3	2.23	8	2.60	5	2.36	4	.0000
Desire to pass skills on	2.25	6	2.20	6	2.15	8	2.44	3	2.57	6	2.28	5	.0489
Respect for environment	2.26	5	2.55	1	2.55	1	2.15	10	1.90	12	2.26	6	.0002
Ability to teach others	2.21	7	2.18	7	2.00	9	2.38	5	2.76	2	2.25	7	.0001
Awareness of others	2.19	9	2.17	8	2.35	6	2.76	1	2.37	9	2.24	8	.0021
Knowledge of environment	2.12	10	2.43	2	2.47	3	2.06	11	1.80	13	2.14	9	.0001
Level of fitness	2.21	7	1.77	12	1.80	11	1.65	14	1.70	14	2.08	10	.0000
Ability to lead groups	2.01	11	1.91	9	1.77	13	2.18	9	2.64	4	2.04	11	.0000
Ability to organize trips	1.96	12	1.81	11	1.92	10	1.94	12	2.46	8	1.99	12	.0000
Ability to communicate	1.86	13	1.85	10	1.80	11	2.65	2	2.18	10	1.92	13	.0000
Ability to organize programs	1.72	14	1.65	14	1.52	14	1.76	13	1.98	11	1.73	14	N.S.

[1] B.L.C. courses only.
[2] Presented in order of the rankings for 'total sample.'
[3] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[4] Significant differences between the means at p = .05. (N.S. = no significant difference).
[5] The fraction of each group responding to this question.

The contributions made by courses to the respondents' background appeared to be in the areas where one would expect. Those respondents wanting to improve their skill level in taking skill oriented courses, such as the 'outdoor travel' group, seemed to have had their expectations met. Perhaps contributions such as developing an awareness of one's skill level and improving level of confidence were contributions that were not anticipated, yet occurred as a result of taking courses. Again, it was evident that those with more advanced leadership backgrounds and a direct interest in becoming outdoor leaders were different in terms of the benefit received from the courses they attended at BLC.

D. PRIMARY USES OF MATERIAL LEARNED

Establishing what use the respondents made of material learned in courses was another approach used in assessing the contributions made by courses. Survey participants indicated, as documented in Table 7.5, that they used what they learned primarily for personal use only (34.6%), and secondly to help friends and family (29.2%). The sub-groups had similar responses, except for the 'instructor certificate' group which chose, leading others in the out-of-doors (26.8%), and instruction of skills through organized courses (25.6%), as the two most frequent uses they made of courses they had taken.

E. RESPONDENTS INTENTIONS FOR FUTURE DEVELOPMENT AND LEADERSHIP ROLES

The final portion of this chapter focuses upon the future intentions of the study respondents in terms of further development of their leadership development background and their intentions in becoming involved as leaders or instructors. The asking of intentions

TABLE 7.5: PRIMARY USES MADE OF MATERIAL LEARNED IN COURSES[1]

Primary Use:	Respondent Groups					
No. of respondents[3]	Outdoor Travel (165/167)	Environment Awareness (48/49)	Wilderness Living (38/41)	Leadership Development (34/35)	Instructor Certificate[2] (49/50)	Total Sample[2] (334/340)
	percent	percent	percent	percent	percent	percent
Personal use only	37.1	42.8	38.2	29.6	21.3	34.6
Casually helped family/friends	31.9	30.8	23.2	29.6	16.2	29.2
Lead others in outdoors	15.2	15.1	22.5	22.0	26.8	17.6
Instructing skill courses	8.6	5.0	10.1	10.3	25.6	11.0
Starting and/or administering outdoor courses	4.3	1.9	2.2	5.4	9.2	4.9
Have not used the course(s)	2.7	3.8	3.4	3.1	1.0	2.5
Other	0.1	0.6	0.4	0.0	0.0	0.2
TOTAL	99.9	100.0	100.0	100.0	100.1	100.0

[1] B.L.C. courses only.
[2] Calculation based on weighted data, which increased the effect of the data from the 'outdoor travel' group.
[3] The fraction of each group responding to this question.

in a survey can be a highly flawed process particularly when there was nothing done in the way of a follow-up, as was the case in this study. The responses to these questions should be viewed with caution as there was no follow-up to determine what the respondents actually did. However, for the purpose of this study, it was thought to be useful information.

Generally, most respondents (72.8%) were interested in taking future courses, with 22.2 percent uncertain about their position (Table 7.6). However, only 58.2 percent of the 'wilderness living' group were interested in taking future courses, perhaps indicating that they had little desire for further development of their skills. A high proportion of the 'leadership development' and 'instructor certificate' groups (82.7% and 78.0% respectively) were in favour of taking future courses.

Respondents, who had indicated that they had not been involved (40%) as leaders or instructors were asked if they had any desire to do so in the future (Table 7.7). Of this group (40% of total sample) 39.4 percent indicated that they had no intention of getting involved and 24 percent were uncertain, leaving 36.5 percent indicating an interest in future involvement in a leadership role.

F. SUMMARY AND CONCLUSIONS

The data and analysis presented in this chapter has revealed that the respondents took formal courses through BLC and other agencies for a variety of reasons. Generally, individuals with less developed leadership development backgrounds, having taken up to four courses, took courses that focussed mainly on technical skill development, primarily for reasons of personal gratification. Respondents with

TABLE 7.6: INTERESTS OF RESPONDENTS IN TAKING FUTURE COURSES AT BLUE LAKE CENTRE

Response	Respondent Groups					
No. of respondents[2]	Outdoor Travel (164/167)	Environment Awareness (49/49)	Wilderness Living (40/41)	Leadership Development (35/35)	Instructor Certificate[2] (50/50)	Total Sample[1] (338/340)
	percent	percent	percent	percent	percent	percent
Yes	71.9	75.5	58.5	82.9	78.0	72.8
No	3.6	2.0	7.3	5.7	2.0	3.8
Uncertain	22.8	22.4	31.7	11.4	20.0	22.2
Non-response	1.8	0.0	2.4	0.0	0.0	1.2
TOTAL	100.1	99.9	99.9	100.0	100.0	100.0

[1]Calculations based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2]Fraction of each group responding to this question.

TABLE 7.7: RESPONDENTS WANTING TO LEAD OR INSTRUCT IN THE FUTURE

(Had not led or instructed in the last five years[1])

Response	Respondent Groups					
No. of respondents[3]	Outdoor Travel (73/67)	Environment Awareness (27/49)	Wilderness Living (23/40)	Leadership Development (10/35)	Instructor Certificate (4/50)	Total Sample[2] (137/340)
	percent	percent	percent	percent	percent	percent
Yes	39.7	22.2	34.8	40.0	75.0	36.5
No	34.2	51.9	43.5	50.0	0.0	39.4
Uncertain	26.1	25.9	21.7	10.0	25.0	24.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

[1]From response to questions 9 and 11, 137 had not instructed or led in the past five years.
[2]Calculations are based on weighted data, which increased the effect of data from the 'outdoor travel' group.
[2]Fraction of each group answering this question. In some cases the response is low, in which case the data should be viewed with caution.

considerably greater leadership development backgrounds, having taken a greater number of courses in a variety of skill and subject areas, took courses with the intent of improving their leadership ability and to teach others in the outdoors.

In assessing the contributions of the courses to the respondents leadership development backgrounds, it was found that, for the most part, that the contributions of the courses were in the areas that the courses were designed to address. It was revealed that the reasons for taking specific courses were addressed and satisfied in terms of the perceived contributions the courses made to the respondents development.

The final portion of this chapter addressed the intentions of the respondents in terms of their leadership development in the future and the leadership roles they may assume. The majority indicated an interest in furthering their background through taking courses (Table 7.6). A small portion of the sample (14.7%), who had not led or instructed in the past five years, indicated an interest in getting involved as leaders in the future.

The overall results emerging from this chapter have indicated that those with less developed outdoor leadership backgrounds were different than those with more advanced backgrounds in terms of their reasons for taking courses in the first place and their intentions for future involvement as outdoor leaders. The primary reasons for taking courses for those with less developed backgrounds focussed on technical skill development for personal gratification. Those with advanced backgrounds wished to further improve their abilities as teachers and leaders in the out-of-doors.

VIII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. INTRODUCTION

This chapter provides a review of the study results and methodology as well as the implications arising from them. The first portion provides a summary of the results as they relate to the study objectives. Secondly, the methodology will be reviewed with an emphasis on how the objectives of the study were met; accompanied with recommendations for future research. Thirdly, this chapter will examine the implications of the results and how they relate to the development of outdoor leaders on both a conceptual and practical basis. Recommendations regarding leadership development programs and BLC specifically make up the final portion of this chapter.

B. STUDY REVIEW AND SUMMARY OF RESULTS

This study set out to examine the relationships existing between involvement in outdoor leadership training and the leadership roles taken on by participants after receiving some form of formal training in outdoor leadership. The purpose was met in the establishment and examination of five objectives through analysis of data pertaining to each objective.

First Objective: The first objective, "to determine the socio-economic and demographic characteristics of BLC participants," was met through asking the participants direct questions regarding their sex, age, level of education, place of residence and level of income. It was revealed that the study participants were different from the average Albertan in that they were younger, had a higher level of education and tended to hold 'white collar' occupations. However, the respondents had a similar gender distribution compared to the rest of

Alberta and earned middle income salaries. When comparing the sub-groups, even greater differences emerged. It was found that significant differences existed between the sub-groups in sex and age indicators and strong directional trends existed in the areas of occupation, income and place of residence, further exemplifying the differences between the groups.

Generally, the study participants displayed many of the characteristics of Albertans that partake in outdoor recreational activities such as hiking, canoeing, cross-country skiing and nature interpretation. It was also revealed that the subject matter of the courses attended by the participants had a strong bearing on the type of people, based on socio-economic and demographic indicators, that were attracted to those courses. This was supported by the degree of homogeneity within each sub-group and the differences between the sub-groups. Each group had some feature, in terms of the demographic indicators used, that was unique and which distinguished it from the other groups. The details of these differences were presented in Chapter IV.

Second Objective: The second objective, "to determine the outdoor leadership development background of the study respondents," was also achieved within the parameters of the study.

Generally, it was found that formal courses in the area of outdoor leadership development have had a role in developing outdoor leaders. The majority of the respondents had taken several courses at BLC and/or other agencies. Those involved in taking courses specific to leadership and teaching skills had taken both the greater number of courses and the greatest variety of courses. Other methods of skill

acquisition also played a role in leader development, such as; self-learning, learning from others in informal settings, and learning through outdoor clubs and organizations.

It was evident that the majority of the study participants focussed their development in one specific area such as the development of a specific skill (e.g., canoeing) or group of skills (e.g., nature interpretation). The exception was the group that pursued instructor certification, who generally diverged into a greater number of skill areas.

Third Objective: Chapter VI addressed the third objective, "to determine the outdoor leadership roles assumed by participants who have taken courses at BLC." In examining those roles, data regarding both formal leadership roles, such as instructing courses, and leading outdoor excursions, (e.g., a weekend outing), were sought through the questionnaire. The passing on of skills in informal settings was also regarded as a form of leadership.

Generally, it was found that over one-third of the sample had some involvement in teaching outdoor skills/leadership in formal structured settings (Table 6.1). A substantial majority indicated that they had passed on outdoor skills and knowledge in informal, less structured settings. One half of the study participants indicated that they had direct involvement in leading outdoor excursions. Though the degree of involvement in teaching or leadership roles was not determined in this study, the trend indicated that the majority of the respondents had some leadership involvement with one-third indicating no involvement in leadership roles.

In further examination of the third objective, respondents that indicated no involvement as leaders were asked why they had not been involved. It was revealed that most of the reasons indicated were related to the respondents perceived lack of ability and lack of instructor certification, both of which were the results of lesser developed leadership backgrounds (Tables 6.5 and 6.6). Of those that indicated no involvement in leadership roles, over a third indicated they intended to be involved as leaders in the future.

In examining the sub-groups, it was found that those individuals who had an extensive background in leadership development had a high degree of involvement as leaders and instructors, primarily for those in the 'instructor certificate' group.

Fourth Objective: The fourth objective of the study was "to determine the perceptions of BLC participants regarding the effectiveness of outdoor leadership courses in preparing potential leaders for outdoor leadership roles" was addressed in Chapter VII.

Respondents were asked directly, in a series of questions, why they had taken outdoor leadership courses, what their opinions were regarding the effectiveness of the courses and to what degree they had used what they had learned in outdoor leadership roles. Through analysis of the data gathered, it was strongly evident that to learn or improve outdoor skills was the primary reason for taking courses. Other reasons indicated were, to learn outdoor safety, for fitness and exercise and to increase their knowledge of the environment. For the entire sample, the nature of the responses had a strong emphasis on skill development as opposed to reasons that may have been indicative of a desire to learn leadership skills. It was found, however, that

those involved in leadership development courses enrolled to improve their leadership skills as opposed to technical skills, having already acquired these through their extensive skill development backgrounds.

In addressing the perceived contribution of courses to their leadership development, the respondents, as a whole, indicated that improving their skill performance level, gaining awareness of their skill level and awareness of the environment, were the major contributions of courses they had taken. Again, the trend was away from those areas thought to be more conducive to leadership development. However, when examining the sub-groups, those respondents that were pursuing leadership skills through courses, indicated that the major contributions of courses had been to the area of leadership skills as opposed to outdoor skills.

Generally, the use made of the material learned was primarily for personal use, and secondly, to help friends and family. Only the 'instructor certificate' group indicated that leading others in the out-of-doors was the primary use of what they learned in those courses.

Fifth Objective: The final objective, "to determine the relationship between the leadership development background of outdoor leaders and the leadership roles they have taken following the completion of leadership courses at BLC," was addressed throughout the study. The trends emerging from the data indicated that involvement in outdoor leadership roles appeared to be influenced by the extent and nature of the leadership development backgrounds of the respondents. Formal training through taking courses in outdoor leadership and skill development, such as those offered through BLC, did have a role in developing and preparing individuals for leadership roles. It became

evident, through examination of the respondents' course backgrounds, that involvement as leaders and instructors of others in outdoor settings was related to the extensiveness and diversity of their background. Those individuals with a greater number of courses, a greater skill level and a diversity in the type of courses taken tended to be more involved in leadership roles. The data also revealed that many attended courses primarily for their own personal development and skill enhancement. It should be noted, however, that a strong majority of the respondents indicated that they had passed on some of what they had learned to others in informal settings. Though the informal passing on of skills may not have been through clearly evident leadership roles, some leadership or instruction was likely to have taken place in order to be able to pass on some of what the respondents had learned in their development.

The major reason for not being involved as instructors or leaders was because they did not perceive they had the abilities to fulfill leadership roles. Though not addressed in this study, the data tended to indicate that at some point in the pursuit of skill enhancement, through talking courses, individuals reached a stage where they felt they had the skills and abilities to become an outdoor leader, and thus pursued the learning of leadership and teaching skills through taking courses directly addressing these areas. The point at which the individual decided to pursue leadership skill enhancement could have been the result of increased self confidence in their ability to lead others. Other factors, such as personality traits, could also have had a bearing in determining who became involved as leaders and who did not. Further research is needed to determine the contribution of these

factors in determining what people tend to become outdoor leaders. The participants' attitudes regarding the issue of leadership certification could have also been a factor in determining leadership roles assumed by individuals after taking courses.

C. METHODOLOGY REVIEW AND RECOMMENDATIONS FOR FUTURE RESEARCH

The methodology used in this study was able to successfully address the problem statement and the related objectives. Though considered an example of an outdoor leadership development program, the Blue Lake Centre served only as a single case, thus restricting the scope of the results and conclusions. The purpose of the study would have been better served if other leadership development programs were incorporated into the study, increasing the representativeness of the conclusions and the inferences that were made.

The study sample was selected from a population consisting of all individuals that attended open courses at BLC between the month of November, 1982, and the month of September, 1984. It was necessary to stratify the population into five sub-groups, based upon the 'type' of course or courses taken by each individual. The stratification of the population ensured that each of the groups would have representation within the sample. The five sub-groups, being 'outdoor travel,' 'environment awareness,' 'wilderness living,' 'leadership development' and 'instructor certificate' had considerable differences between them in terms of the number of people falling into each group. As a result, the smaller sub-groups were sampled more heavily than the larger, resulting in an overall sampling ratio of 1:3.

The data collection procedures involved a self-administered mail out questionnaire. This method was selected primarily on the basis

that a relatively large sample would be involved and that based upon limited resources, the mailout questionnaire would best serve the purpose of the study. The greatest problem associated with the data gathering technique used in this study was that of achieving a satisfactory response rate. Steps (Babbie 1973; Dillman 1978; Moser 1968) were incorporated into the data collection procedure to ensure an adequate response rate. The response rate achieved in this study was 63.1 percent, which Babbie (1973) described as being "good." Other factors that likely contributed to the response to the survey were a sincere interest in the study on the part of the respondents and the timing of the survey mailout. It should be noted that though the response rate was adequate for a mail out survey, a higher response rate would have proved beneficial as, at times, the responses, when divided into cells for the purpose of applying statistical procedures, were too low to permit meaningful analysis. This resulted in the collapsing of some response categories, thus limiting some of the comparisons that could be made.

Another difficulty associated with mail-out surveys is that of potentially having non-response bias thus reducing the representativeness from the sample to the study population. The response rate, being higher than 60 percent, is considered to be adequate enough to avoid non-response bias (Hammit and McDonald 1982; Becker and Iliff 1983). Another factor reducing the likelihood of non-response bias is that of the degree of homogeneity of the sample (Hammit and McDonald 1982; Wellman et al. 1980). Though the degree of homogeneity in this study's sample was not clearly established, the trends emerging from the socio-economic and demographic data indicated

that some homogeneity within the sample existed. Having addressed the many problems inherent with the type of data gathering technique in the study design, the relatively strong response rate and the homogeneity of the sample combined were indicative of a representative sample and the successful reduction of the potential for non-response bias.

The data gathering techniques used in this study had a number of advantages, such as; respondent anonymity, adequate time to respond, and ease of data collection, given the limited time and resources (Dillman 1978). The data collection instrument consisted of a self-administered mailout questionnaire. The questionnaire was designed in a manner known to solicit high response rates. Major considerations were clarity of the instructions and question wording, length of time needed to complete the questionnaire and a format and layout that maintained the interest of the respondents. The questionnaire pre-test and subsequent revisions helped to ensure that the above elements were incorporated into the instrument.

Generally, the questionnaire was well received by the study participants. Based on comments offered by the respondents, the questionnaire was concise, well structured and easy to follow. However, it was not without its deficiencies. The questionnaire, based on written feedback from the respondents, took longer than anticipated to complete, particularly for individuals with extensive BLC course involvement. Alterations to the instrument would be necessary in reducing the length of the questionnaire. The number of multiple response items (Questions 1, 2, 4, 7, 10 and 11) was one area where reductions could be made. Another area of expressed concern was that of the respondents' having difficulty in recalling some aspects of

their past course and leadership involvement. This problem, however, was only expressed by those few individuals that possessed extensive backgrounds spanning a relatively long period of time.

A common problem encountered in questionnaires is a low response rate for items of a more personal nature, such as questions on age, level of education and income level (Dillman 1978). Overall response to those items was high with the question regarding income level (Q25) having the poorest response with fourteen respondents refusing to answer.

Because this study was the first application of the instrument used to gather data, the reliability of the instrument had not been determined. Though a pre-test was carried out, the results of the pre-test were not used to establish instrument reliability. It should be noted that a number of the socio-economic and demographic indicators were very similar or identical to those used in Miller's (1978) instrument which was applied to a similar population. The results of the socio-economic and demographic indicators were very similar to those from Miller's (1978) study, thus giving an indication of reliability on that portion of the instrument. However, only further use of the instrument used in this study would lend support or refute the reliability of the instrument.

From the perspective of coding the data and the application of statistical procedures, the instrument indicated a need for modification in a number of areas. The previously identified multiple response items resulted in a considerable amount of data, that when coded, were cumbersome and difficult to apply statistical procedures to. With exception to a few items, the banks of data from the multiple

response items were only useful in reporting frequencies and percentages. Though the data may have lost some of its refinement, the reduction or elimination of the multiple response items would be a recommended change. An additional problem encountered, though to a lesser degree, was that of having the data spread too thin for statistical analysis as a result of numerous response categories. The total sample, when combined, contained enough responses in most categories to be able to apply statistical procedures. However, when examining the sub-groups, the number of responses to certain items did not satisfy the cell requirements needed for statistical analysis. Again, it is recommended that future use of the instrument should incorporate modifications addressing this problem. This could be achieved by reducing the number of response categories or increasing the sample size or a combination of both.

It was felt that the methodology employed in this study was generally successful. Though some refinement of the instrument would be necessary if used in future research, generally the study design and methodology appeared to be sound in gathering the data needed to meet the objectives of the study.

D. CONCEPTUAL IMPLICATIONS AND RECOMMENDATIONS

It was not the intent of this study to either evaluate or test the Blue Lake Centre Leadership Development Model (BLCLDM), but to use the model as a basis for the design of the study and in the examination of the results. The model's emphasis was on the experiential learning involved in leadership development rather than on actual physical skill acquisition components.

The model was useful in the study design process, when the five sub-groups were created, each with an emphasis, based on the content of each course, addressing one of the three primary skills areas, being program skills, people skills or self skills. Though, according to the model, any of the above skills could have been learned through any course offered at BLC, each course offered did emphasize a particular skill area. These skill areas were used as the criteria for the defining of the boundaries for each of the five sub-groups.

The study results indicated that the great majority of the patrons of the BLC program were seeking an opportunity to learn or enhance their technical skills and to a lesser degree their planning and organizational skills, all of which were program skills as identified in the model. Considerably fewer appeared to be pursuing people skills and fewer yet, self skills.

The high degree of involvement in courses focussing on the development of physical skills and abilities was likely the result of the participants' desire to improve that aspect of their outdoor skills. However, an alternative explanation could be that the high degree of involvement in the technical skill courses was the result of the number of courses offered in those areas. In spite of the recent addition of courses oriented toward 'people skills', over 90 percent of the courses offered at BLC and similar agencies focussed on technical skill development courses. As the number of courses that emphasize 'people skills' increases, involvement in those courses may increase as a result, thus creating a greater balance in the future between involvement in 'people oriented' courses and technical skill courses.

For the purpose of having clearly defined groups, it was the intent in this study to separate those involved in 'people oriented' courses, being the 'leadership development' group, from the other groups where the emphasis was put on physical skill development. However, in reality, and as presented in the BLCLDM 'people skills' development was likely to have occurred in any or all of the courses offered. Interaction between the participants involved in any course, regardless of the courses' emphasis, could have contributed to the development of 'people skills' for the individuals involved.

Further research is needed to determine if a skill hierarchy exists, where technical skill development precedes 'people oriented' skill development or if both may occur simultaneously, and to what degree, regardless of the area of emphasis that each course offered.

The results of this study indicated that in actual practice, a skill development hierarchy exists, though in the model the skill areas appear on an equal plane. Further research on this aspect of the model is recommended, as the emphasis of the model could be altered markedly should a skill development hierarchy exist.

E. PRACTICAL IMPLICATIONS AND RECOMMENDATIONS

The discussion in this section deals primarily with implications and recommendations as they relate to the BLC and to the issues and trends presented in Chapter II. Where possible, general recommendations regarding outdoor leadership development programs will be made. It should be noted that at the time of writing, BLC had just implemented a number of changes to its mandate and program, and the recommendations offered here may be either in place or not applicable.

The results indicated that a relationship exists between the leadership development background of the respondents and the degree and nature of their involvement as leaders. The results showed that the majority of those that attended BLC passed on the skills and knowledge they learned in informal settings. It was also revealed that it was not the intent of the respondents to learn leadership skills, as many were taking courses for their own self-development rather than for the primary purpose of passing skills on to others.

The passing on of outdoor skills in informal settings was the primary method of exposing others to new outdoor skills. Based on the data gathered in the survey, the informal passing on of skills could far exceed the more formal, structured methods of instruction. Though beyond the scope of this study, it is speculated that the informal instruction and passing on of skills could involve numbers of people in exponential proportions. In addition, the nature (e.g., effectiveness) of the impact of informal instruction of others in outdoor settings is an area in need of further research. It is recommended that the informal passing on of skills be an area of further research, with particular emphasis on the processes involved and the number of people that could be reached through this method. It is also recommended BLC, and other programs that have the mandate of developing outdoor leaders, stress, in their marketing strategies, that their purpose is to develop outdoor leaders as opposed to people with outdoor skills. A more effective screening process would likely need implementation as well to determine which course applicants are genuinely interested in pursuing leadership skill development as opposed to strictly learning outdoor skills.

Courses should be clearly differentiated as being either a leadership course or a skill development course. A change of this nature should lead to a more clearly defined promotional strategy, which would specify who is eligible and/or encouraged to enroll in leadership development courses. An implication of this recommendation is that the novice level, or purely technical skill courses, be left to other agencies, which may have some bearing on the financial status of leadership development programs now offering technical skill courses.

An additional recommendation is that BLC examine and evaluate the possibility of implementing an immersion leadership development program in conjunction with the 'course menu' format now offered. Both formats offer benefits, in terms of leadership development, unique to each, and the omission of one or the other form a leadership development program results in restricting the potential leadership experiences to just one format. For example, the intensity of an ongoing immersion course, in terms of developing interpersonal relationships in outdoor settings and building trust or confidence in each participant, is a benefit that cannot be derived in a weekend course, yet they are important components in leadership development.

Research pertaining to outdoor leadership development has been very limited, but given the increased need for better qualified and capable outdoor leaders (as discussed in Chapters I and II), it is important that such research be initiated as soon as possible.

Though the rate of growth in the use of the outdoors as a place for recreation is levelling off, the increases over the last twenty years have put considerable stress on the environment and created the need to slow or reverse the damage that has occurred. The data

revealed that an increase in the participants knowledge of the environment was one result of taking courses at BLC, particularly for the 'environmental awareness' group (Table 7.3). It is recommended that greater emphasis on the environmental impact of using the outdoors as a place for recreation be incorporated in all courses. Through the passing on of this 'awareness' of the environment in formal and informal settings, others could be made aware of the problems.

Through taking leadership courses and improving the leadership skills and abilities of course participants, the threat of legal liability could be effectively addressed in providing individuals with the skills and knowledge needed to safely lead others in the out-of-doors. An additional benefit would be that instead of eliminating the risk, or perceived risk, element inherent in some outdoor activities, which individuals are seeking, the 'risk' would remain intact under the leadership of properly prepared individuals.

Research has attempted to determine methods of measuring the effectiveness of leadership development programs, with particular emphasis on programs that led to certification. Though courses may emphasize safety, environmental awareness, physical skill development and/or 'people skills', and may even lead to some form of certification, the effectiveness of these courses would determine their success in addressing the concerns and issues presented in Chapter II. However, more research is needed to learn more about the effectiveness of leadership development programs and the concepts upon which the programs are based. It is recommended that a longitudinal study program for BLC, and other agencies, be implemented to collect data comparable to that collected in this study. In this way, valuable

information could be generated on an ongoing basis about the entire area of leadership development and its relationship to outdoor programming. Consideration should be given to collecting data in a manner that is easily entered into a computer program, so that yearly updates and assessments could be made.

F. SUMMARY AND CONCLUSIONS

In conclusion, this study investigated the relationship between involvement in outdoor leadership development courses and the outdoor leadership roles assumed by individuals after course participation. The study design and data collection procedures yielded results that met the objectives of the study. It was found that the emerging trends in the data did indicate a direct relationship existed, but the study fell short of establishing the nature and extent of the leadership involvement of the respondents after taking leadership courses. It was also revealed that further refinement of the instrument was needed if used in future research.

Outdoor leadership development programs, in offering courses with the intent of developing outdoor leaders, such as the BLC program, do have a role to play in developing individuals to assume leadership roles in the outdoors. Further research, building upon that which has been already done, is recommended so that the relationship between leadership and the development of leaders can be better understood resulting in programs that create a better and more thorough approach to developing outdoor leaders for the benefit of all that venture into the out-of-doors.

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Personal Communications

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Appendix A

Blue Lake Centre Questionnaire

ALBERTA

BLUE LAKE CENTRE

RESEARCH PROJECT

This study is being done to determine the nature and extent of the contribution the ALBERTA BLUE LAKE CENTRE has made to individuals wishing to develop their outdoor and leadership skills. We hope that the results obtained in this research will help the BLUE LAKE CENTRE in meeting the needs of future participants. Your cooperation and support of this project is greatly appreciated.

This research is supported by:

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Before proceeding with this questionnaire, please read the definitions of the following terms.

Instructor: is an individual whose PRIMARY PURPOSE is to teach specific skills and/or knowledge involved in any given activity or subject.

Leader: is an individual whose PRIMARY PURPOSE is to fulfill the role of a 'guide' and is ultimately responsible for the organization, learning and welfare of the participants involved in an outdoor excursion. Leadership can take place on an afternoon outing to an urban park or on an extended trip into a remote wilderness environment.

The above terms will be referred to in the questionnaire and should be interpreted as stated in the above definitions.

When you have completed the questionnaire, please return it using the addressed envelope provided (fold questionnaire in half and place in envelope). POSTAGE IS NOT REQUIRED.

SECTION I

The purpose of this portion of the questionnaire is to learn about the development and use of YOUR outdoor skills, knowledge and abilities. Please read the instructions carefully before responding to each question.

ALL REPLIES WILL BE HELD IN THE STRICTEST CONFIDENCE.

1) List the THREE outdoor activities in which you feel the most competent and/or knowledgeable [these can include 'passive' outdoor activities, e.g. 'birding'].

COMPETENCE refers to your physical skill level in performing an activity.

KNOWLEDGE refers to your understanding of the subject matter involved in a particular activity.

CIRCLE the response that best describes your competence and/or knowledge level for each of the three activities you provide.

ACTIVITY	LEVEL OF COMPETENCE and/or KNOWLEDGE		
	Advanced	Intermediate	Beginner
e.g. _____	AD	INT	BG
e.g. _____	AD	INT	BG
a) _____	AD	INT	BG
b) _____	AD	INT	BG
c) _____	AD	INT	BG

2) Please indicate how YOU acquired the skills involved in the activities you listed in QUESTION #1 (Q#1). The statements below describe possible methods of acquiring outdoor skills. For each activity from QUESTION #1 (Q#1), select only the THREE most important methods and priorize them by putting the number 1, 2 or 3 next to the appropriate method(s).

1 = the most important method or means of acquiring skills involved

2 = second most important method or means of acquiring skills involved

3 = third most important method or means of acquiring skills involved

METHODS OF SKILL ACQUISITION	Example (a) from Q#1	Activity (a) from Q#1	Activity (b) from Q#1	Activity (c) from Q#1
Self-taught				
Observing others				
Books and manuals				
Courses offered through school				
Public (government) agency courses				
Private agency courses				
Courses through clubs				
Instruction from friends				
Other (specify)				

3) List the name(s) of any non-profit club or organization that you are (or have been) affiliated with that offers outdoor recreational pursuits in their program. Also indicate your position held within each organization.

	ORGANIZATION/CLUB	NUMBER OF YEARS A MEMBER	POSITION(S) HELD
e.g.			
e.g.			
a)			
b)			
c)			
d)			

(Use the area below if more space is needed.)

4) List the course(s) you HAVE TAKEN at the Alberta Blue Lake Centre (beginning with the most recent) in the space(s) provided. Indicate the YEAR you took the course and if you were FINANCIALLY SPONSORED (your fees were paid for by some agency or club). If you were financially sponsored enter a checkmark ( ) in the space provided and give the name of the sponsoring agency.

PLEASE REFER TO THE COURSE REFERENCE LIST (BLUE PAGE).

	COURSE(S) TAKEN AT BLUE LAKE CENTRE (list by course title)	YEAR TAKEN	FINANCIAL SPONSORSHIP CHECK ( ) IF YES	SPONSORING AGENCY (IF APPLICABLE)
e.g.	_____	19__	( )	_____
e.g.	_____	19__	( )	_____
a)	_____	19__	( )	_____
b)	_____	19__	( )	_____
c)	_____	19__	( )	_____
d)	_____	19__	( )	_____
e)	_____	19__	( )	_____
f)	_____	19__	( )	_____
g)	_____	19__	( )	_____

(If you have taken more than seven courses please list the remaining courses on the last page of this questionnaire.)

5) In the table below, enter a checkmark ( ) next to the statement(s) that BEST DESCRIBE your PRIMARY USE of what you learned in each course you have taken at Blue Lake Centre (from question #4 [Q-4]). Select only a maximum of two 'primary uses' for each course taken.

If you have taken more than seven courses, list the 'primary use(s)' next to each course you listed on the back page.

PRIMARY USE OF COURSE	Course (a) From Q-4	Course (b) From Q-4	Course (c) From Q-4	Course (d) From Q-4	Course (e) From Q-4	Course (f) From Q-4	Course (g) From Q-4
Have not used the course							
Personal use only							
Casually helped friends/family							
Instruction of skills through organized courses							
Starting and/or administering outdoor courses in the community							
Leading others in the out-of-doors							
Other (please specify)							

6) The statements below are possible reasons for attending the Alberta Blue Lake Centre. How important are EACH of the following reasons to you in describing why YOU attended the Blue Lake Centre? (Please circle ONE number for each reason.)

	NOT AT ALL IMPORTANT				EXTREMELY IMPORTANT
(a) To learn a new outdoor skill and/or improve already existing outdoor skills	1	2	3	4	5
(b) To become a certified instructor	1	2	3	4	5
(c) For relaxation	1	2	3	4	5
(d) For adventure and/or excitement	1	2	3	4	5
(e) To improve my ability to teach skills to others	1	2	3	4	5
(f) To learn/improve safety practices in the out-of-doors	1	2	3	4	5
(g) For fitness and exercise	1	2	3	4	5
(h) To contribute to my knowledge of the environment	1	2	3	4	5
(i) To improve my ability to communicate and influence other people	1	2	3	4	5
(j) To learn new leadership skills	1	2	3	4	5
(k) For professional development	1	2	3	4	5
(l) To learn how to establish an outdoor activity program in my community	1	2	3	4	5
(m) To learn the skills needed to lead a group in the out-of-doors	1	2	3	4	5
(n) To assess my own outdoor skills and abilities	1	2	3	4	5
(o) Other (please specify): _____	1	2	3	4	5

7) Please list any other courses that you have taken through other agencies (not Blue Lake Centre) that have in some way contributed to your outdoor skill/leadership development.

	Course title	Agency or School offering the course	Year	Financially Sponsored [( ) if yes]
e.g.	_____	_____	19__	( )
e.g.	_____	_____	19__	( )
e.g.	_____	_____	19__	( )
a)	_____	_____	19__	( )
b)	_____	_____	19__	( )
c)	_____	_____	19__	( )
d)	_____	_____	19__	( )
e)	_____	_____	19__	( )
f)	_____	_____	19__	( )
g)	_____	_____	19__	( )

(If you have taken more than seven courses, please list them on the last page)

8) The statements below describe possible 'areas' to which the courses you have taken at Blue Lake Centre may have contributed in terms of YOUR outdoor skill, knowledge and/or leadership development. For EACH statement, CIRCLE the number that best describes the contribution made to YOUR knowledge and/or outdoor skill development.

	What has been the contribution to your:	NO CONTRIBUTION				VERY STRONG CONTRIBUTION
a)	Knowledge of the environment	1	2	3	4	5
b)	Ability to teach others new skills	1	2	3	4	5
c)	Respect for the environment	1	2	3	4	5
d)	Desire to pass skills onto others	1	2	3	4	5
e)	Knowledge of safety in the out-of-doors	1	2	3	4	5
f)	Ability to lead a group on an outing	1	2	3	4	5
g)	Skill level in performing an activity	1	2	3	4	5
h)	Awareness of others in group situations	1	2	3	4	5
i)	Ability to organize an outing	1	2	3	4	5
j)	Level of confidence when in out-of-doors	1	2	3	4	5
k)	Ability to communicate with others	1	2	3	4	5
l)	Awareness of your own outdoor skills and abilities	1	2	3	4	5
m)	Level of fitness	1	2	3	4	5
n)	Ability to start and/or administer an outdoor activity program or course	1	2	3	4	5
(o)	Other (please specify): _____	1	2	3	4	5

Please read again the following definitions before proceeding with the questionnaire.

Instructor: is an individual whose PRIMARY PURPOSE is to teach specific skills and/or knowledge involved in any given activity or subject.

Leader: is an individual whose PRIMARY PURPOSE is to fulfill the role of a 'guide' and is ultimately responsible for the organization, learning and welfare of the participants involved in an outdoor excursion. Leadership can take place on an afternoon outing to an urban park or on an extended trip into a remote wilderness environment.

9) Over a period of the last five years (1981 to 1985), have you been the INSTRUCTOR (or assistant) of any organized (formal) courses designed to pass on skills and/or knowledge in outdoor recreational pursuits, environmental knowledge and/or leadership development? (Circle your response.)

a) YES → proceed to question #10, page 11

b) NO → go directly to question #11, page 12

10) Please indicate your involvement (from 1981 to 1985) as an INSTRUCTOR (or assisting) of organized (formal) courses by filling out the table below.

	COURSE(S) YOU HAVE TAUGHT (list by course title)	NO. OF TIMES YOU HAVE TAUGHT EACH COURSE	AVERAGE NO. OF STUDENTS PER COURSE	SPONSORING AGENCY	VOLUNTEER (VOL) OR PAID (PD) TO INSTRU (Circle One)	
e.g.	_____	____	____	_____	VOL	PD
e.g.	_____	____	____	_____	VOL	PD
a)	_____	____	____	_____	VOL	PD
b)	_____	____	____	_____	VOL	PD
c)	_____	____	____	_____	VOL	PD
d)	_____	____	____	_____	VOL	PD
e)	_____	____	____	_____	VOL	PD
f)	_____	____	____	_____	VOL	PD
g)	_____	____	____	_____	VOL	PD

(If you have taught more than seven courses, list remaining courses on last page.)

11) Within the last five years (from 1981 to 1985), have you had any involvement as the LEADER of a group involved in some form of outdoor recreation? (Circle your response.)

a) YES ⟶ proceed to question #12 below

b) NO ⟶ go directly to question #14, page 13

12) In the table below, indicate your involvement as a LEADER (over the last five years) of groups involved in outdoor recreation.

	Primary Outdoor Activity	Setting in which Activity Occurred	Duration of Outing	No. of People Involved
e.g.				
e.g.				
a)				
b)				
c)				
d)				
e)				

13) What aspects of outdoor leadership development do YOU think should be introduced or expanded upon as a part of the Blue Lake Centre program? Please describe.

PLEASE GO DIRECTLY TO QUESTION #16, PAGE 14

(do not answer questions #14 or #15 if you answered "Yes" to question #11, above)

14) We want to find out WHY you have not been an INSTRUCTOR or LEADER of outdoor activities.

For each of the possible reasons listed below, indicate how important each reason is to YOU (circle one number for each statement).

		NOT A REASON				VERY 'STRONG' REASON
a)	I feel I need to be certified to be an instructor/leader	1	2	3	4	5
b)	I do not have the time to instruct/lead others	1	2	3	4	5
c)	I am not interested in instructing/leading others	1	2	3	4	5
d)	I do not have the skill level and/or the ability to instruct/lead others	1	2	3	4	5
e)	I would not feel at ease being an instructor/leader	1	2	3	4	5
f)	Health reasons	1	2	3	4	5
g)	I have not been approached to be an instructor/leader	1	2	3	4	5
h)	I do not know how to go about designing and administering an outdoor course or program	1	2	3	4	5
i)	I do not know who to contact to get involved as an instructor/leader	1	2	3	4	5
j)	Other (please specify)					
	_____	1	2	3	4	5
	_____	1	2	3	4	5

15) Would you like to be involved as an INSTRUCTOR and/or LEADER in outdoor activities sometime in the future? (Circle your response.)

a) YES ⟶ In what area (skill/knowledge/activity) would you like to be involved? (please specify):

_____

_____

b) NO

c) UNCERTAIN

16) Informally, at any time have YOU passed the skills you have learned at Blue Lake Centre on to neighbors, friends or family while engaged in the activity yourself? (Circle your response.)

a) YES ⟶ proceed to question #17 below

b) NO ⟶ proceed to question #18, page 15

17) Please list the general area of activity or knowledge that you have passed on to others and HOW MANY individuals you think have directly benefitted from your 'informal' instruction.

	Skill/Knowledge Area	Number of Individuals Who Have Benefitted
e.g.		
e.g.		
a)		
b)		
c)		
d)		
e)		

18) Do you intend to take another Blue Lake Centre course in the future? (Circle your response.)

a) YES b) NO c) UNCERTAIN

If "YES", in what skill area(s) will the course(s) you take likely be? Please specify:

_____

_____

If "NO", please state why: _____

_____

_____

19) Would you recommend the Blue Lake Centre to a friend wanting to learn or improve their outdoor skills and/or leadership abilities? (Circle your response.)

a) YES b) NO c) UNCERTAIN

Why or why not? Please specify: _____

_____

_____

SECTION II

For the final portion of this questionnaire, we would like to ask some questions about yourself to help interpret the results.

ALL REPLIES WILL BE HELD IN THE STRICTEST CONFIDENCE.

20) Your sex. (Circle your answer.)

a) FEMALE

b) MALE

21) Your present age. (Circle answer.)

a) 18 or 19

b) 20 to 24

c) 25 to 29

d) 30 to 39

e) 40 to 49

f) 50 to 59

g) 60 or over

22) What is the highest level of education you have attained? (Circle one answer only.)

a) ELEMENTARY SCHOOL

b) SECONDARY SCHOOL (high school)

c) ATTENDED TECHNICAL SCHOOL for one or more years

d) ATTENDED COMMUNITY COLLEGE for one or more years

e) ATTENDED UNIVERSITY for one or more years

f) OTHER (please specify) _____

_____

If you have or are presently attending university, indicate your department, the degree and your area of study.

Department _____

Degree _____

Area of Study _____

23a) What is your current employment status? (Circle your answer.)

a) EMPLOYED FULL-TIME

b) EMPLOYED PART-TIME

c) STUDENT ONLY

d) STUDENT AND EMPLOYED (part-time or full-time)

e) FULL-TIME HOMEMAKER

f) LOOKING FOR WORK

g) OTHER (please specify): _____

b) IF EMPLOYED please provide your current occupation and job title.

a) OCCUPATION _____

b) JOB TITLE _____

24a) In what village, town, or city do you live?

Please specify _____

b) If you live on a farm or acreage, to what village, town or city is your mail addressed?

Please specify _____

25) Approximately what was the total amount of income that YOU received during the last 12 months? (Circle your response.)

a) LESS THAN $10,000

b) $10,001 to $20,000

c) $20,001 to $30,000

d) $30,001 to $40,000

e) $40,001 to $50,000

f) $50,001 to $60,000

g) $60,001 to $70,000

h) $70,001 or MORE

Do you have any comments or suggests regarding the subject matter of this questionnaire? If so, please use this space for that purpose.

COMMENTS

When you have completed the questionnaire, please return it using the addressed envelope provided (fold the questionnaire in half and place in envelope). POSTAGE IS NOT REQUIRED.

YOUR CONTRIBUTION TO THIS STUDY IS GREATLY APPRECIATED.

Appendix B

First Covering Letter

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA T6G 2H9

January 7, 1986

John Doe
#704 Galbraith House
Edmonton, Alberta
T6H 585

Dear John Doe:

Since 1971, the Alberta Blue Lake Centre has offered an expanding variety of outdoor skill and leadership development programs. Over 16,000 people have attended the Blue Lake Centre in order to develop their outdoor skills and their knowledge of the environment. However, we know very little about the impact of the Blue Lake Centre on those that have attended the courses offered.

As a former Blue Lake Centre participant, you have been selected as one of the small number of people being asked to assist us in determining the nature and extent of Blue Lake Centre's contribution. Your name was drawn in a random sample of individuals who have attended the Blue Lake Centre. In order to obtain representative data, it is important that each questionnaire be completed and returned.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

This is an independent research project being carried out through the Department of Recreation and Leisure Studies, University of Alberta, with the support of Alberta Recreation and Parks. If you have any questions or concerns regarding the authenticity of this project, please feel free to call Punch Jackson, Head, Volunteer Leadership Development, Alberta Recreation and Parks, at (403) 427-6562 or Dr. T.L. Burton, Chairman of the Department of Recreation and Leisure Studies, University of Alberta, at (403)432-2677.

The results of this study will be made available to those responsible for directing and implementing Blue Lake Centre programs as well as government officials responsible for Blue Lake Centre's mandate.

Thank you for your assistance.

Sincerely,

Paul Nielsen
Research Coordinator

Appendix C

Reminder Card

Front of Card

Department of Recreation and Leisure Studies
Faculty of Physical Education and Recreation
Van Vliet Centre
University of Alberta
EDMONTON, AB
T6G 2H9

John Doe
#704 Galbraith House
Edmonton, Alberta
T6H 5B5

ALBERTA BLUE LAKE CENTRE RESEARCH PROJECT

Last week you received a questionnaire seeking information about the contribution the Alberta Blue Lake Centre has made to your outdoor skill and/or leadership development. Your name was drawn in a random sample of past participants of Blue Lake Centre courses.

If you have already completed and returned the questionnaire to us please accept our sincere thanks. If not, we would appreciate it if you could do so today. Because the questionnaire has been sent only to a small, but representative, sample of past Blue Lake participants it is extremely important that yours also be included in the study if the results are to accurately represent those that have attended Blue Lake.

If by some chance you did not receive the questionnaire or it has been misplaced, please call us at (403) 432-5171 and we will send you a questionnaire immediately.

Sincerely,

Paul Nielsen
Research Coordinator

Back of Card

Appendix D

Follow-up Letter

THE UNIVERSITY OF ALBERTA

FACULTY OF PHYSICAL EDUCATION
AND RECREATION

Department of Recreation and Leisure Studies
EDMONTON, ALBERTA, CANADA T6G 2H9

January 29, 1986

John Doe
#704 Galbraith House
Edmonton, Alberta
T6H 585

Dear John Doe:

In early January I wrote to you seeking information regarding the contribution the Alberta Blue Lake Centre has made to your outdoor skill and/or leadership development. As of today we have not yet received your completed questionnaire and therefore would like to remind you that we are still very interested in obtaining information from you.

We have undertaken this study to determine both the extent and nature of the impact Blue Lake has had on those people that have taken courses offered at the Centre. The number of questionnaires that are being returned is very encouraging but whether we will be able to accurately assess the impact of Blue Lake Centre depends on you and others who have not yet responded.

I am writing to you again because of the significance of each questionnaire to the usefulness of this study. You have been selected as one of the relatively small number of people being asked to help determine the impact of Blue Lake Centre on those that have taken one or more of the courses offered. The information you and others provide us will contribute to decisions regarding the future directions that Blue Lake Centre programs will take.

Therefore, we would like to encourage you to respond to our study. In the event that your questionnaire has been misplaced, a replacement is enclosed as well as a postage paid return envelope.

Your cooperation is greatly appreciated.

Sincerely,

Paul Nielsen
Research Coordinator

P.S. In response to the requests that the study results be made available to questionnaire respondents, a summary of the results will be made available for reading at the Blue Lake Centre upon the completion of the study.

Appendix E

Grouping of Blue Lake Centre Courses

(Basis for stratifying sample)

OUTDOOR TRAVEL COURSES

Cross-Country Skiing
- Cross-country Ski, Level I - Novice
- Cross-country Ski Level II - Intermediate
- Cross-country Ski Level III - Advanced
- Cross-country Ski Level III - C.A.N.S.I. Prep.
- Introductory Ski Touring and Camping III
- Introductory Cross-country Day Touring
- Ski Mountaineering
- Dryland Training for Cross-country Skiing
- N.C.C.P. Level II Technical Snow Session

Climbing
- Winter Mountaineering
- Introductory Ice Climbing
- Basic Rock Climbing
- Intermediate Rock Climbing
- Advanced Rock Climbing
- Climbing Development Course
- Mountain Rescue Seminar

Backpacking/Camping
- Backpacking and Wilderness Camping
- Mountain Backpacking
- Winter Camping on Snowshoes

Canoeing/Kayaking
- Open Canoe I - Novice
- Open Canoe II - General
- Open Canoe III - River
- Open Canoe IV - River
- Open Canoe III - Tripping
- Whitewater I - Novice
- Kayak II - River
- Whitewater III - River
- Basic Canoeing for the Blind
- River Safety and Rescue Course
- Competitive Slalom and Racing Techniques

Orienteering

- Basic Orienteering
- Intermediate Orienteering
- Ski Orienteering
- Orienteering Clinic - Technique Training

ENVIRONMENT AWARENESS COURSES

Astronomy
The Night Sky in Summer
Nature Photography
Advanced Nature Photography
Living Things in Winter
Fur and Feathers
Aquatic Ecology
Spring Bird Study
Autumn Bird Study
Alpine Bird Study
Bird Song I
Native Plants of the Foothills
Mushrooms and Toadstools
Mountain Weather
Understanding Weather
Teaching Techniques in Outdoor Studies
Nature as Classroom

WILDERNESS LIVING COURSES

Outdoor Living Skills
Basic Winter Survival Skills
Winter Survival
Wilderness Survival Skills
Basic Bush Tools
Knots, Hitches and Lashing
Firebuilding and Shelter Construction
Advanced Survival Experience
Edible Plants and Their Preparation
Berrying

Wilderness Crafts
Nature Crafting
Advanced Nature Crafts

First Aid and Avalanche Safety
First Aid
Applied First Aid for Outdoor Leaders
Advanced Wilderness First Aid
Emergency Medical Technician: (EMT)

Avalanche Safety
Avalanche Safety
Avalanche Safety for Wilderness Travellers

LEADERSHIP DEVELOPMENT COURSES
- Communication Skills I
- Leadership Assessment I
- Group Relations I

INSTRUCTOR CERTIFICATE COURSES

Cross-Country Skiing
- CANSI Level I Instructor
- CANSI Level II Instructor
- CSA Tour Leader Level I
- CSA Tour Leader Level II

Canoeing/Kayaking
- ARCA Basic Canoe Instructor
- Dual ARCA/Red Cross Basic Lake Instructor
- CRCA Lakewater Instructor Course
- ARCA River Instructor
- Canoe and Small Crafts Instructor Upgrading

Appendix F

Categorization of Courses Taken by Respondents

Cross-Country Skiing
- cross-country skiing
- telemarking

Backpacking/Hiking
- backpacking/hiking
- day hiking

Canoeing/Kayaking
- white water canoeing/kayaking
- canoe tripping
- kayaking

Orienteering

Climbing
- rock climbing
- ice climbing
- mountaineering
- ski mountaineering
- avalanche hazards

Environmental
- astronomy
- photography
- birding
- wildlife identification
- plant identification
- nature crafts
- acclimatization
- nature interpretation

Outdoor Education

Camping
- organized camping
- camping
- wilderness course/outing

Survival
- wilderness survival
- winter camping

First Aid
- first aid/standard
- emergency medical technician

Leadership
- leadership
- communications
- group relations

Instructor Certification
- C.A.N.S.I.
- C.S.A.
- C.R.C.A. lake/river
- A.R.C.A. basic
- A.R.C.A. river

Outdoor Sports
- sailing
- downhill skiing
- swimming
- outdoor sports
    - volleyball
    - tennis
    - cycling
    - etc.

Other
- teaching techniques
- hunting
- hunter training

Appendix G

Categories of Organizations

(Examples of Organizations reported in this study)

Non-profit Service Organizations
- YMCA/YWCA
- Scouts/Guides
- Red Cross
- Outdoors Alberta
- Trail Associations

Provincial Government Agencies
- Alberta Recreation and Parks
- Alberta Hunter Training

Outdoor Clubs
- Cross-country Ski Clubs
- Orienteering Clubs
- Canoe Clubs
- Climbing Club

Naturalist Clubs
- Natural Hiking Association
- Birding Clubs

Provincial/Federal Associations
- Alberta Wilderness Association
- Canadian Recreational Canoe Association (CRCA)
- CANSI

Municipal/County Parks and Recreation Departments
- City of Edmonton Parks and Recreation
- County of Strathcona Parks and Recreation

Educational Institutions
- University of Calgary
- Edmonton Public School Board
- Alberta Teachers Association

Nature Centres
- John Janzen Nature Centre

Private Outdoor Recreation Agencies
- Sunrise Wilderness Services
- Outward Bound
- The 'Schaffers'

Appendix H

Comments and Suggestions from Respondents

A. General Comments on the Blue Lake Centre 'Experience'

·Great place to learn and improve skills... always a positive experience.

·Excellent learning experience and highly recommended - I will return.

·Most organizations have never heard of Blue Lake Centre (Scouts, Continuing Education, etc.) could use some advertising.

·Blue Lake Centre does a fine job but is heavily funded by Government which ignores other non-profit quality outdoor organizations. Fees should be increased, 'profit' passed on to other organizations.

·Beautiful setting; low cost; close to Edmonton; highly qualified instructors: All reasons to attend Blue Lake Centre.

·Open kitchen area for informal gatherings in leisure time.

·Keep Blue Lake Centre accessible to outdoor leaders and expand the more popular courses.

·My experience at Blue Lake Centre is invaluable. It is more personal gratification that upgrading my skill level. I enjoy the weekend!

·Blue Lake Centre has a lot of potential.

·I believe the Blue Lake Centre experience was 'wasted' on me. I am not at all active in my community.

·The skills I have learned at Blue Lake Centre have been useful in recreation activities and in my career. I have recommended Blue Lake Centre to friends for developing outdoor skills or just to relax for a few days.

·Blue Lake Centre is a *fantastic* place for learning skills. We would use it more if we didn't live in Calgary.

·Having attended Blue Lake Centre for professional development, I found it very suitable for that purpose. Groups wishing retreats (NOT PARTIES) should be able to use it.

·I believe that using Blue Lake Centre for things other than outdoor recreation/leadership would be akin to sacrilige!

·I view Blue Lake Centre as a resource centre for Albertans for two reasons: (1) self interest, a holiday resort, learn a few skills, (2) professional development, upgrading of skills for instructors - *not* leaders.

·Blue Lake Centre does provide excellent programs, however, very few of the people intend to use the skills/knowledge to lead/instruct others. Leave introductory courses to other agencies and Blue Lake Centre should concentrate on fulfilling their mandate of developing outdoor leaders.

·Blue Lake Centre is too far from Calgary. I would like to see a southern Alberta equivalent.

·One of the reasons our 'O' club has such a strong base is that many of our members have attended Blue Lake Centre.

·I do not take Blue Lake Centre courses to be a leader but I do use the knowledge to help friends or other club members.

·You would be surprised at how many people do not know Blue Lake Centre exists.

·Thanks for the excellent leadership.

·Leadership is learned to a great extent and the younger one begins the better. There should be no age restrictions.

·Centre is well needed, well-organized and worthy of government subsidy.

·Excellent tax spending.

·Blue Lake Centre is a very professional centre. I have benefitted very much from the courses. It's an invaluable organization and I am grateful to have such a place in Alberta.

·Blue Lake Centre is a fine facility and should be supported.

·Keep-up the good work at Blue Lake Centre!!!!

·A superb environment for learning.

·I certainly hope Blue Lake Centre continues to operate for many more years.

·Blue Lake Centre is an excellent idea.

·I highly recommend Blue Lake Centre to anyone because of its high standards and clean, comfortable living quarters.

·Should have residence where husbands and wives could stay together.

B. Comments on Instruction

·Instruction at Blue Lake superb!

·Instructors are good to very good - but should drop less skilled participants to lower level courses.

·Hire same instructors on regular (permanent) basis - this would make the course outlines more consistent.

·One should serve as an 'apprentice instructor' before becoming a 'full instructor'.

·Very impressed with BLC and particularly the instructors.

·Some are good, others not so well qualified.

·Instruction is excellent/superb!

·Very impressed with the level of instruction.

C. Comments on Location, Registration, Policy and Rates

·Brochure - looks nice but always out late!
Reduce printing costs and produce a less 'glossy' brochure.

·Courses *very* hard to get into - limit the number of repeaters (two year 'ban'). More should be able to use Blue Lake Centre.

·Location beautiful, but not fair, to southern Albertans. Set aside 'Calgary' weekends and provide a bus.

·Give preference to people from organizations.

·Price increase OK for me.

·Give out names of/for car 'poolrs' - it would really help.

·Restrict courses to those that are sponsored by community or organizations.

·I belive it (BLC) should be open to all Albertans.

·I will not take another course at Blue Lake Centre because it is too difficult to be accepted.

·I have applied to four other courses but can never get in. It would appear as though a scheduling problem needs attention.

·I am concerned that consideration is being given to change the focus of Blue Lake Centre.

·I certainly hope Blue Lake Centre continues to operate for many more years.

·I regret that your splendid facility isn't closer to my home.

·I would like to take more courses at Blue Lake Centre but time and distance are a factor.

·Should not be limited to those that want to be instructors/leaders, but the entire population.

·Rates could be increased.

·Next time I'm staying ina hotel where husbands and wives can stay together !

·The only disadvantage I have with Blue Lake Centre is the distance and time involved to get there.

·Blue Lake Centre seems to be the domain of Edmontonians. Few people in the south (Calgary) get to use it at all. Blue Lake Centre is excellent so perhaps I should not criticize too much.

·I would like to see a similar facility available for school students.

·Need one down south - Blue Lake Centre is a hell of a drive for a two-day course.

·I am not sure I agree with an emphasis on communciation skills. It seems to me we are being

"communicated" to death.

·I wish Blue Lake Centre was easier to get into.

·I dislike the admitting procedure to courses. I dislike my money being 'tied up' while waiting for approval. It is especially disheartening to have to keep reapplying. I have been refused the last 5 times I have applied.

·Re-instate climbing courses.

·Why do people have to fail a Blue Lake Centre course?

·The single biggest reason I have not attended Blue Lake Centre since 1983 is the proximity of the centre to Southern Alberta. It virtually eliminates three quarters of Alberta's population from attending.

·Better 'weeding out' of less skilled people in more advanced courses.

·Course I attended had been squeezed into an insufficient time slot. All the material could not possibly be covered.

·Bring back climbing and WMT courses - there should be more public input into course selection.

·None of your courses have the aviation community in mind.

·Low cost of courses is an important factor for non-professional outdoors people. This will encourage more to attend.

D. Comments Regarding the Study and Questionnaire

·Questionnaire took 35 min to complete, please send no more questionnaires.

·My memory is not good enough to fill out all the courses I have taken.

·I know it's hard to choose words with universally clear consistent meaning and yet you have been very clear on most - well done!

·Should have asked questions as to possible improvements at Blue Lake Centre.

·Questionnaire was well designed.

·Good idea to do this.

·I don't know why you have to know my income level.

·Please ensure confidentiality.

·It took a long time to fill out but I am glad to know this study is being done.

·Too long. Good luck on the response rate.

·Great idea -make results available.

·No!

·It's good to see this evaluation.

·Perhaps you should have some questions on evaluation of instructors.

·Shorten your questionnaire. It looks too time consuming at a glance but didn't actually take that long.

·Why is this questionnaire numbered?

·After so many years, still wondering about Blue Lake Centre's contribution?

·Seems fairly well structured.

·You might ask how people feel about the Centre itself. Very well kept.

·Questionnaire was well set out and easy to follow. I did have a problem distinguishing between instructor and leader.

·Was fun ... and easy and I hope it helps.

·You goofed - I have never been to Blue Lake Centre.

·I hope your research will help in the quality and continuing success of Blue Lake Centre.

·You were persistent, weren't you - Good luck.

·What do you want to know income for?

·Could have been more concise.

·Thanks for the opportunity.

·Thank you for your persistence.

·I appreciate the opportunity to air my views of Blue Lake Centre.